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REPORT

ON

PUBLIC INSTRUCTION

IN

BRITISH BURMA

FOR

The year 1878-79.

RANGOON:

PRINTED AT THE GOVERNMENT PRESS

—

1879.

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RESOLUTION

ON THE

REPORT ON PUBLIC INSTRUCTION

IN

BRITISH BURMA

FOR THE YEAR 1878-79.

Extract from the Proceedings of the Chief Commissioner, British Burma, in the General Department,—No. 796, dated the 23rd October 1879.

READ—

Report on Public Instruction in British Burma for the year 1878-79.

RESOLUTION.—The arrangement of the present report is in accordance with the orders contained in Home Department resolution No. $\frac{1}{2-16}$ dated the 6th January 1879, but, owing to the late date at which the resolution was received, the new forms of statistical returns prescribed in it have not been adopted.

Summary of the year's operations.

2. The most noteworthy of the operations of the Department during the year have been the general re-classification of the schools of the province, in accordance with the standards prescribed by the Government of India; the transfer of the cost of Government middle class and cess schools, which are almost exclusively attended by the children of townspeople, from provincial and cess to town funds; and the completion of the staff of the High School, Rangoon, by the appointment of a Professor of Pali and of Teachers of Mathematics and Natural Science. Since the close of the year, the entire scheme of education in the province has been under the consideration of a Committee, upon which the various classes interested in the subject were fully represented. Orders have not yet been passed upon all the recommendations of the Committee, and the notice of them and of the effect they are likely to have upon education in the province belongs rather to next year's report than to the present.

General and financial statistics.

3. The number of Government schools open at the end of the year was 29, as compared with 27 open on the 1st April 1878; but the number of pupils under instruction at these schools decreased during the same period from 2,146 to 1,758, a decrease occurring in every district except Amherst and Sandoway. The decrease is due in a great measure to rumours of political disturbance which at one time nearly emptied some of the schools. The number of private schools under inspection increased from 2,659 to 3,069, and the number of scholars attending them from 59,080 to 75,116. These figures indicate an increased activity in inspection, and not any spread of education in the province. The number of pupils at the schools under inspection last year amounted to 2·49 per cent. of the estimated population,—a very high ratio as compared with that existing in the several provinces of India. The gross expenditure of the year was Rs. 4,13,835, as compared with an expenditure of Rs. 4,63,493 in the previous year. The receipts from fees and fines and the contributions from local funds were however less than in 1877-78, and the expenditure from provincial funds increased by Rs. 3,440. The cost of direction amounted to 4·67 per cent., and that of inspection to 7·85 per cent., of the total expenditure. A sum of Rs. 24,597 was expended on buildings. The condition and mode of expenditure of the educational portion of the five per cent. cess funds in the various districts formed the subject of enquiry during the year. It was found that in several districts the funds were insolvent, and that in nearly all a large portion of the cess was expended on town

schools, which were not attended by the children of the cess-payers. Under orders recently issued, these schools are now supported by the town funds, which will be assisted, if necessary, from provincial revenues. Considerable relief has thus been afforded to the cess funds.

Controlling agencies.

4. From the 1st April 1878 to the 25th February 1879, the Department was under the direction of Mr. Ferrars, Inspector of Schools; and from the 26th February to the end of the official year it was under Mr. Hordern, the Director of Public Instruction, who is responsible for the present report. Mr. Goss, Junior Inspector of Schools, performed the duties of both Senior and Junior Inspector until the return of Mr. Hordern.

Secondary education: high schools.

5. Among high schools, the Director classes the Government high school at Rangoon, the town school at Moulmein, and the American Baptist Mission schools for Karens at Toungoo and Bassein, but it is doubtful whether the title can in strictness be applied to any except the first. The high school at Rangoon has continued to maintain its reputation as the best Anglo-Vernacular school for general education in the province, and the high department has now been rendered thoroughly efficient by the arrival of the full staff of Masters sanctioned for it. But these results have not been attained without excessive cost. The expense to Government of the education of each pupil in all the departments of the high school is very great; in the high department Rs. 905-14-0; in the middle department Rs. 120-1-2; and in the lower department Rs. 116-3-3. Owing to the very small number of pupils in the high department, the cost of their education is unavoidably heavy. But there is not the same reason for the heavy expenditure in the middle and lower department. The number of boys on the rolls of the high department at the close of the year was only 15. Two of these were sent up for the Calcutta University Entrance Examination in December last, and both passed. The terms upon which pupils from out schools should be admitted to the classes of the high department have recently been settled. It has been arranged that such pupils, on passing an entrance test of no great difficulty, shall be admitted to the classes on the payment of a small fee. The Director remarks that he is convinced that it will be necessary to provide centres of higher education at other places than Rangoon. This will no doubt be necessary in course of time. But higher education cannot be carried on without a proper teaching staff, and it would be premature to provide such a staff at Akyab or Moulmein, while the chief town of the province can furnish no more than fifteen students. The obstacles alluded to in the way of sending children to be educated at Rangoon are such as will no doubt be overcome in time. The town school at Moulmein has been for many years one of the most efficient in the province; but the expenditure has been in excess of the receipts, and, notwithstanding the offer of a large grant-in-aid from Government, it has been found impossible to keep up the school, which was accordingly closed in September last. The excellent Baptist Mission schools for Karens at Bassein and Toungoo have maintained their efficiency. The liberality with which these schools are supported by the well-to-do Karens is very remarkable, and shews that the advantages of education are fully appreciated by them.

Secondary education: middle schools.

6. Thirty-four schools are graded as middle class schools in the present report, as compared with fifteen schools graded as such last year. The reason of this change is that, whereas last year schools were graded according to the standard which they were supposed by the Officiating Director to have reached, they are this year classified according to the standard which they profess to teach. The system adopted in the present report appears to be in accordance with the wishes of the Government of India upon the subject. The average number of pupils under instruction at these schools was 3,401; and the average cost of each pupil to Government was in the Government schools Rs. 83 and in the aided schools Rs. 14. The Government middle class schools open at the end of the year were 11 in number. The Chief Commissioner is glad to observe that, in the opinion of the Director, the inspection reports for

the past year upon the condition and prospects of these schools are on the whole satisfactory. In the resolution on last year's report, it was remarked that the account given of these schools was one of the least satisfactory portions of the report. The education imparted was said to be in many cases little, if at all, better than primary education; while at the same time the cost to Government was considerable. It appeared to the Chief Commissioner that these schools ought, under ordinary circumstances, to be nearly self-supporting; and that when they were not so, the funds required to support them ought to be raised by local effort, and ought only exceptionally to come from the general revenues of the province. It has accordingly since been ruled that in Bassein, Prome, and Toungoo, where there are municipal funds, to which Government gives large contributions from the general revenues, the receipts from the middle class schools are to be added to these contributions, from which, on the other hand, the cost of the schools will be deducted. In Shwe-gyeen, the school is to be supported by the Town Fund. In Kyouk-hpyoo, Sandoway, Tavoy, and Mergui, the town funds are not in a position to support the schools: in these towns the existing system is being maintained for the present. Orders have been issued, however, for raising the schooling fees; and in those schools where the attendance is small, the establishments will probably be reduced. Pending the receipt of a further report from the Director of Public Instruction, final orders have not yet been issued with regard to these schools. In municipal towns, the municipalities have been invited to undertake the duties of Committees of Public Instruction, and several have already expressed a desire to do so. The standards and curricula of all Government schools are at present undergoing complete revision. The great desiderata of the Department are at present competent Teachers and good Vernacular text-books. The provision of good Teachers is a matter of great difficulty. The number of sufficiently educated Natives is at present so small, and the appointments open to such are so numerous, that it is difficult to attract competent men to the work of teaching. The report bears striking evidence to the powerful effect of the personal influence of Schoolmasters. The success of any particular school seems to depend greatly on the character of the Master at the head of it. It is therefore of importance to obtain the services of men at once properly educated and naturally qualified for the work of teaching, especially for the post of head master. At the Normal School, Rangoon, some success has been attained in the training of Schoolmasters. The rules requiring European and Eurasian Teachers to qualify in the vernacular are now strictly enforced. Measures are also being adopted for the provision of suitable text-books.

Primary education.

7. The schools for primary education are of five classes, *viz.*—

(1) the lower departments of Government schools;
(2) the Government township and cess schools;
(3) aided private schools under European supervision;
(4) the indigenous lay schools; and
(5) the indigenous monastic schools.

There are lower departments in the Government schools at Rangoon, Akyab, and Moulmein. That at Rangoon has been very successful, and that at Akyab fairly so; but there is much room for improvement in the primary department of the Moulmein School. The preparatory school at Rangoon, an adjunct of the high school, has been well managed, and has proved most useful both as a feeder of the high school and as a field for the training of Teachers. The Government township and cess schools are 14 in number. The average number of pupils at each school last year was 45. These schools were formerly called "Cess Schools," but the name ceases to be appropriate as the cost of their maintenance has now in most cases been transferred to town funds: they should in future be termed "Township Schools." It is satisfactory to find that the Director does not confirm the condemnation of these schools which was expressed by Mr. Ferrars in last year's report. While admitting that many of them stand in urgent need of reform, Mr. Hordern does not despair of making them, in time, thoroughly useful institutions, supplying, as was originally intended, a link

between the indigenous and the middle class schools. The measures adopted for their reform appear to have been judicious: every effort is being made to appoint competent Masters, and permission has been given for the teaching of English where such instruction is desired. The Chief Commissioner has read with interest the account given by the Director of the American Baptist Mission schools for Karens. These schools have hitherto, from various causes, failed to obtain much attention from the Department. The proposed appointment of a special Karen Deputy Inspector of Schools for the supervision of the Karen primary schools is at present under consideration, but there are some difficulties in the way of the adoption of the suggestion which must not be overlooked. The account given of the primary girls' schools is not very satisfactory. Owing to failure to obtain an efficient Mistress, the Government school in Rangoon has been closed. The Ladies' Association school at Poozoondoung has also been closed, and that at Prome is unfavourably reported on. The most efficient of the primary girls' schools appear to be the American Baptist Mission school at Prome and the school for pupils of European descent at Akyab. The indigenous schools, monastic and lay, are aided both by money grants and by the services of trained Assistant Masters. It is among these schools that the influence of the Department has been most successfully exercised; and the advance they have made has rendered it necessary year by year to construe with greater strictness the rules under which grants-in-aid may be given to them. The schools have now entirely outgrown the standards theoretically enforced, and the grant-in-aid rules are in consequence undergoing thorough revision. The eagerness with which trained Assistant Teachers are now sought after affords further evidence of the healthy vitality of these schools. Whereas a few years ago it was with difficulty that the Poongyees and Lay Teachers could be persuaded to accept the services of trained Assistants, the demand is now greater than the Department is able to supply, and much anxiety is displayed to have Assistants furnished by the schools themselves trained for teaching. In no respect has the progress of the Educational Department been more satisfactory or more remarkable. "Instead," says the Director, "of seeking to ingratiate itself with Managers of schools, whether lay or monastic, the Department has now only to determine among the numerous applications for its aid (especially in the form of the services of trained Assistant Masters) which shall be entertained and which rejected." There is indeed at present a strong and genuine demand for education among almost all classes of the community which it will tax all the energies of the Department fully to meet. The number of Indigenous schools under inspection was 3,023, as compared with 2,626 in the previous year. The returns shew that the monastic schools, though far more numerous, are decidedly less efficient than the lay schools. Out of 2,686 monastic schools examined, only 17 per cent. were found worthy of reward; while among 337 lay schools, no less than 62 per cent. were rewarded. The duties of the Deputy Inspectors in connection with these schools appear to have been performed in most districts with diligence and judgment.

Schools for special and technical training.

8. The only schools in the province for special and technical training are the Normal School, Rangoon, the Drawing School, Rangoon, and the survey class first established in Pegu, but since transferred to the High School, Rangoon. At the normal school, a small number of Masters are trained for both Anglo-Vernacular and Vernacular schools. The Director remarks the excellent influence which the high school at Rangoon has been exerting on the other schools throughout the province. That influence is due in a great measure to the intercourse maintained between them by the Assistant Masters who pass back and forward to the training class. A further provision of some sort however for the training of Teachers appears to the Chief Commissioner to be an absolute necessity, and he is prepared to consider any proposals which the Director may submit for the extension of the operations of the normal school. The drawing school at Rangoon has proved popular with the Burmese, and many of the high school boys appear to have shewn a decided taste for art, which it is desirable to encourage. The survey class which was opened at Pegu proved a failure: it has since been transferred to the High School, Rangoon.

Scholarships and departmental examinations.
Employment of students in the Government service.

9. The scholarships at present offered for competition are of two classes, *viz.*, English scholarships tenable at the High School, Rangoon, and Vernacular scholarships tenable at any Government district school. The examination rules and the conditions under which the scholarships are tenable are at present under revision. Only five English scholarships were awarded last year, as compared with 16 awarded in the year before. Two primary vernacular scholarships were offered for competition in each district, as well as money prizes. The result seems to shew that primary education is at present most advanced in the Rangoon and Henzada districts. The annual departmental examinations for certificates in land-measuring continue to be largely attended, as the possession of a certificate gives priority of claim, *cæteris paribus*, to the appointment of Thoogyee or Revenue-collector; but the proportion of successful candidates is very small. Last year 126 candidates presented themselves for examination, but certificates were granted in five cases only. The propriety of enforcing some definite educational test as a condition of appointment to the public service will be considered when the revision of the standards at present prescribed for Government schools is complete.

Books.

10. The provision of suitable Vernacular text-books is a matter of the very greatest importance to the cause of education in Burma. The Vernacular Education Committee has now been revived, and converted, with some alteration in its composition, into a Standing Departmental Committee on School Text-books. The general duty of the Committee will be to select, or, if necessary, to prepare, under the sanction of the local Government, appropriate text-books of all kinds, and an annual report of its proceedings will be submitted to the Chief Commissioner. The first duty of the Committee will be to draw up a complete list of the text-books now in use, to pronounce on the merits of each, and to prepare a revised list for approval. During the past year, the sales of the Government Book Depôt amounted to Rs. 11,094, as compared with Rs. 11,264 in the previous year. The publication of the *Education Gazette*, which was never a very successful publication, was discontinued in the early part of the year.

Services of officers.

11. The Chief Commissioner is glad to notice the commendation bestowed by the Director upon the education staff generally, and upon certain of its officers in particular; and he desires to thank Mr. Hordern for his present report, which has been written under considerable disadvantages, but which nevertheless contains a very complete and interesting record of the work of the year.

By order of the Chief Commissioner,

G. D. BURGESS,

Offg. Secretary.

REPORT

ON

PUBLIC INSTRUCTION IN BRITISH BURMA

FOR THE YEAR 1878-79.

SECTION I.

INTRODUCTION.

Preparation of the report.

IN preparing the present report, I have been aided by some general notes on the work of the year furnished by Mr. Ferrars, who officiated as Director of Public Instruction during the greater part of the year, and by a full and detailed report submitted by Mr. Goss, who officiated during the same period as Senior Inspector of Schools. The substance of these reports has been embodied in the following pages.

2. The arrangement of subjects noted below is that which has been prescribed by the Government of India for adoption in educational reports throughout India. It has not been possible however to prepare the statistical returns for the past year in the forms newly prescribed, involving as they do a re-classification of schools throughout the province, for which there has not been sufficient time since the receipt of orders on the subject.

The statistics are therefore given in the forms hitherto in use; but in grading the schools, the distinctions drawn by the Government of India have been followed as closely as possible.

Sections.

I.—Introduction; Summary of the Year's Operations, General and Financial Statistics.
II.—Controlling Agencies.
III.—University Education.
IV.—Secondary Education.—High Schools, Middle Schools.
V.—Primary Education.
VI.—Schools for Special or Technical Training.
VII.—Scholarships; Annual Departmental Examinations.
VIII.—Employment of Students in the Public Service.
IX.—Books.
X.—Services of Officers.

Summary of the year's operations.

3. The year 1878-79 has been one of general progress on the lines already laid down. No radical changes have been introduced into the system in force; but much care has been taken to bring the schools of all grades into harmony with the requirements of Government, and proposals for some important reforms have been laid before the Chief Commissioner.

4. The following are the most noticeable points in the operations of the year:—(1) The special attention of masters of Government schools has been called to the necessity of insisting upon a thorough acquaintance with the Vernacular language; (2) similar attention has been called to the rules for the examination of officers of the Department in the Vernacular; (3) important additions have been made to the staff of the Rangoon High School, by the appointments of Professors of the Pali Language, of Physical Science, and of Mathematics; (4) two pupils of the Rangoon High School passed the Calcutta University Entrance Examination; (5) the continued success of the departmental system of primary education was shewn by extended operations and by the necessity of again raising the standards of examination for indigenous schools; (6) the establishment of the Government Book Depot was revised, a saving being effected, and the sale of books at cost price discontinued; (7) orders were issued for the transfer of the cost of Government

middle class and cess schools from provincial to municipal and town funds; and (8) for the general re-classification of schools in accordance with standards prescribed by the Government of India.

Proposals were also made (1) for a revision of the grant-in-aid rules, (2) for a raising of fee-rates in the Rangoon High School, (3) for a modification of the terms on which Government assistant masters are attached to indigenous schools, (4) for a revision of the standards of examination in such schools, (5) to allow the certificates of Deputy Inspectors to qualify for admission to middle class schools, and (6) for the institution of departmental examinations for admission to all grades of the public service.

General statistics of schools and scholars

5. The total number of schools under inspection at the close of the year was 3,098, with a total attendance of 76,874 scholars. Last year the number of schools under inspection was 2,686, and the number of scholars 61,226. There is thus an increase of 412 schools and of 15,648 scholars.

Under the orders of the Government, no account is taken of schools not under inspection, and, in comparing the returns with those of last year, I have eliminated from the latter the schools which were included as "probably" existing, but not under inspection. Of the 412 schools brought under inspection during the past year, 391 are indigenous monastic schools, 6 are indigenous lay schools, and 12 are mission primary schools for Karens.

6. The distribution of schools and scholars is conveniently shewn in the table which follows:—

*Statistics of Schools and Scholars as on the 31st March 1879.**

Division.	District.	Number of schools.				Pupils attending			
		Government.	Private.		Total.	Government schools.	Private schools.		Total.
			Missionary.	Others			Missionary.	Others.	
Arakan ..	Akyab	2	..	156	158	235	..	2,898	2,633
	Kyouk-hpyoo	1	..	68	69	46	..	1,085	1,131
	Sandoway	1	..	54	55	48	..	1,230	1,278
Pegu ..	Rangoon	6	6	836	848	400	1,536	21,202	23,138
	Thonkwa	2	..	253	255	66	..	6,422	6,488
	Bassein	2	4	285	291	166	299	5,581	6,046
	Henzada	2	12	126	140	86	310	2,307	2,703
	Tharrawaddy	..	3	83	86	..	91	1,727	1,818
	Prome	4	1	257	262	152	38	7,314	7,504
	Thayetmyo	1	1	91	93	24	33	2,572	2,629
Tenasserim	Amherst	4	5	274	283	289	679	6,997	7,965
	Tavoy	1	1	140	142	74	88	3,653	3,815
	Mergui	1	..	30	31	62	..	932	994
	Shwe-gyeen	1	..	228	229	60	..	4,281	4,341
	Toungoo	1	5	150	156	50	561	3,780	4,391
	Total ..	29	38	3,031	3,098	1,758	3,635	71,481	76,874

Financial statistics.

.. The gross expenditure of the year on education amounted to Rs. 4,13,898. Of this sum, Rs. 2,26,528 were contributed from provincial funds, Rs. 80,668 from local funds, and Rs. 1,06,639 from fees and private sources.

The gross expenditure for the preceding year was shewn as Rs. 4,63,498. There is therefore a decrease of Rs. 49,658. This decrease is accounted for by an expenditure of Rs. 27,585 less than last year from the Local Cess Fund, and of Rs. 25,513 less than last year from fees and private sources. The expenditure from provincial funds increased by Rs. 3,440.

* No account is taken in this return of schools not under inspection.

8. The distribution of the total expenditure under the three prescribed heads is shewn here in the usual form :—

Charges.	Provincial funds.	Local Cess Fund.	Expenditure from other sources.	Total.
	Rs.	Rs.	Rs.	Rs.
1.—Direction	17,164	..	..	17,164
2.—Inspection	11,457	17,402	..	28,859
3.—Instruction	1,97,907	63,266	1,06,639	3,67,812
Total ..	2,26,528	80,668	1,06,639	4,13,835

9. The details of expenditure are as follows :—

Details of Expenditure on Educational Establishments in British Burma during the official year 1878-79.

Particulars.	Departmental expenditure.*			Expenditure from other sources.			Gross expenditure.
	From provincial funds.	From Local Cess Fund.	Total.	Fees and fines.	Other sources.	Total.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Direction	17,164	..	17,164	..	..	..	17,164
Inspection	11,457	17,402	28,859	..	..	..	28,859
Higher Class Schools—							
Government	68,542	..	68,542	..	..	..	68,542
Aided	7,500	..	7,500	4,874	13,861	18,235	25,735
Middle Class Schools—							
Government	45,967	..	45,967	..	..	..	45,967
Aided	30,412	..	30,412	34,907	46,250	81,157	1,11,569
Lower Class Schools—							
Government	1,616	20,325	21,941	..	..	..	21,941
Aided { Indigenous schools	..	6,946	6,946	..	..	..	6,946
Aided { Non-indigenous schools ..	4,064	..	4,064	1,931	5,316	7,247	11,311
Normal Schools—							
Government { Male	3,578	..	3,578	..	..	..	3,578
Government { Female	..	..	..	..	..	..	..
Aided .. { Male	..	..	..	..	..	..	..
Aided .. { Female	..	..	..	..	..	..	..
Scholarships—							
Entrance scholarships	1,447	..	1,447	..	..	..	1,447
Primary Vernacular scholarships ..	..	1,779	1,779	..	..	..	1,779
Prizes and rewards—							
Prizes in Government schools	653	..	653	..	..	..	653
"Results grants" to indigenous schools ..	..	15,282	15,282	..	..	..	15,282
Special district money prizes	..	637	637	..	..	..	637
Grants for encouragement of Literature—							
Vernacular newspapers (*Education Gazette*) ..	684	..	684	..	..	..	684
Government Book Depôt—							
Purchase and publication of books, maps, &c.	13,423	..	13,423	..	..	..	13,423
Establishment	5,433	..	5,433	..	..	..	5,433
Contingencies	734	..	734	..	..	..	734
Commission on sale of books	2,242	..	2,242	..	..	..	2,242
Miscellaneous—							
Survey Class, Pegu	..	1,136	1,136	..	..	..	1,136
Construction and repairs of Government school houses	..	11,327	11,327	..	..	..	11,327
Building-grants to aided schools.. ..	8,700	18	8,718	..	..	..	8,718
Board of Examiners	2,600	..	2,600	..	..	..	2,600
Examination in land-measuring ..	..	25	25	..	..	..	25
Boarding Departments, Akyab and Moulmein.	..	1,388	1,388	..	..	..	1,388
Miscellaneous	312	..	312	..	..	..	312
Collection and management of education cess.	..	4,403	4,403	..	..	..	4,403
Total ..	2,26,528	80,668	3,07,196	41,212	65,427	1,06,639	4,13,835

* This statement is furnished by the Accountant-General, and does not accord in every particular with the departmental statements.

10. The receipts of the Department from all sources as estimated by the Accountant-General are shewn below, and compared with those of the previous three years :—

Provincial Receipts.

	1875-76.	1876-77	1877 78	1878 79
	Rs.	Rs.	Rs	Rs
Fees and fines from Government higher and middle class schools, including Rangoon Girls' School	21,510	22,727	21 634	18,836
Subscriptions to *Education Gazette*	2,854	2,819	1,872	528
Book Depôt receipts from sale of books	4,806	9,026	11,218	12,242
Miscellaneous cash recoveries	3,136	245	1,001	2,109
Total ..	32,306	34,817	35,725	33,715

Five per Cent Cess Fund

11. This fund, on which the Department mainly depends for the work of primary education, has until last year been heavily drained by the charges on account of inspection, and of Government schools situated in towns and attended chiefly by children of townspeople who do not contribute to the fund. Even the expenditure from this source on indigenous schools has been greater in the towns where no cess is levied than elsewhere. There has thus been a wide departure from the principle that the cess shall be expended for the benefit of those by whom it is paid. During the past year an important reform has been adopted in this direction. No contributions are in future to be made from the cess to schools in towns, whether Government or private,—all charges on account of such schools being debited henceforth either to municipal or town funds. A moiety of the charges for inspection is also henceforth to be debited to provincial funds.

By these measures a great relief is given to the Cess Fund, which will henceforth be devoted to its proper object,—the extension of Vernacular education in rural districts.

12. The receipts and expenditure of the fund during the past year are shewn in the following table :—

Receipts and Expenditure of the Education portion of the Five per Cent. Cess Fund during the year 1878-79.

District.	Receipts.				Expenditure.							Remarks.
	Balance on 31st March 1878.	Cess collections.	Miscellaneous, including school fees and fines.	Total.	Collection and management.	Inspection.	Government cess schools.	Aided indigenous schools.	Miscellaneous.	Total.	Balance on 31st March 1879.	
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Rangoon	29,407 3 11	15,052 15 1	239 7 0	44,699 10 0	880 4 6	1,440 0 0	1,394 14 5	7,429 4 3	1,354 7 8	12,498 14 10	32,200 11 2	
Thonkwa	14,859 12 3	7,174 13 1	696 4 0	22,730 13 4	545 1 0	1,200 0 0	3,806 11 2	300 0 0	1,265 9 8	7,117 5 10	15,613 7 6	
Bassein	20,791 5 10	6,498 10 1	209 14 0	27,499 13 11	367 10 0	2,559 0 0	1,430 7 9	1,395 4 8	837 1 0	6,589 7 5	20,910 6 6	
Henzada	*—7,924 8 3*	5,006 15 7	3,043 1 10	125 9 2	288 10 0	1,210 0 0	2,790 4 8	1,689 4 4	270 8 0	6,248 11 0	*—6,123 1 10*	
Tharawaddy	1,890 12 6	2,545 4 6	160 6 0	4,596 7 0	181 8 4	1,200 0 0	720 0 0	553 9 2	.....	2,655 1 6	1,941 5 6	
Prome	*—10,043 12 2*	2,164 10 9	406 14 8	*—7,472 2 9*	209 0 10	1,807 4 0	3,284 14 5	2,384 4 0	244 0 0	7,929 7 3	*—15,401 10 0*	
Thayetmyo	*—9,300 8 10*	717 4 6	....	*—8,583 4 4*	52 10 1	550 0 0	499 7 0	300 0 0	165 0 0	1,567 1 1	*—10,150 5 5*	
Amherst	7,295 2 0	6,946 9 8	598 6 9	14,840 2 5	562 12 7	1,800 0 0	2,476 12 9	2,097 5 2	816 4 0	7,753 2 6	7,086 15 11	
Shwe-gyeen	8,551 6 4	2,838 0 6	42 0 0	11,431 6 10	166 2 10	1,208 1 0	.....	1,000 8 8	186 0 0	2,560 12 6	8,870 10 4	
Toungoo	*—4,904 3 6*	286 7 1	739 10 0	*—5,578 2 5*	33 0 8	1,217 2 0	.....	1,196 10 2	310 0 0	2756 12 10	*—6,634 15 3*	
Tavoy	*—6,837 13 8*	1,014 13 7	.....	*—5,823 0 1*	133 10 6	609 8 0	.....	1,256 10 8	315 0 0	2,308 13 2	*—8,131 13 3*	
Mergui	5,567 15 4	802 15 4	44 0 0	6,414 14 8	.84 7 8	.....	....	200 0 0	.....	284 7 8	6,130 7 0	
Akyab	29,348 2 9	6,870 10 5	3,240 8 0	39,459 5 2	596 0 4	1,003 15 0	2,758 15 5	1,779 0 0	10,112 7 2	16,250 5 11	23,208 15 3	
Kyouk-hpyoo	2,495 15 2	2,006 1 7	39 8 0	4,541 8 9	237 14 6	1,041 11 2	1,162 1 10	600 0 0	.....	3,041 11 6	1,499 13 3	
Sandoway	1,641 4 8	613 7 8	9 10 10	2,264 7 2	64 5 8	561 6 3	.....	64 10 8	415 0 0	1,105 6 7	1,159 0 7	
Total ...	82,838 2 4	60,539 11 5	9,469 11 1	1,52,847 8 10	4,403 3 6	17,401 15 5	20,324 9 5	22,246 7 9	16,291 5 6	80,667 9 7	72,179 15 3	

It will be seen that while the fund as a whole has a small balance at credit, in five districts out of the fifteen a debit balance is shewn: in these districts the work of primary education can only be prosecuted by the aid of contributions from other sources.

Expenditure on educational buildings.

18. The expenditure of the year on school buildings is here summarized in the usual form :—

Expenditure from Department of Public Works Budget

		Rs
(a)	Repairs	2,837
(b)	Minor works (up to Rs 200)	384
(c)	Large do. (above ,, 200)	9,565
	Total ..	12,786

Expenditure from Educational Budget

			Rs
(d)	Repairs to Government buildings		494
(e)	Minor Government buildings		2,617
(f)	Do. building grants in aid (Rs 1,000 and under)—		
	A B M Karen Mixed School, Tavoy ..	Rs 1,000	
	R C M St Mary's School, Moulmein ..	,, 1,000	.. 2,000
(g)	Large building grants in aid (above Rs, 1,000)—		
	R C M St Patrick's School, Moulmein ..	,, 5,200	
	S P. G. St Mary's School, Rangoon .	,, 1,500	.. 6,700
	Total ..		11,811
	GRAND TOTAL ..		24,597

SECTION II.

CONTROLLING AGENCIES.

Direction and inspection

14. The present agency of inspection and control consists of the Director of Public Instruction, two Inspectors of Schools, and seven Native Deputy Inspectors.

During the past year the Department has been in charge of Mr. M. H. Ferrars, the Senior Inspector of Schools, who early in the year succeeded Mr. A. H. Unwin in the officiating appointment, and retained charge until my return from furlough on the 20th February 1879.

Tours of Director and Inspectors

15. Owing to these arrangements the inspecting staff was not kept at its full strength, Mr. L. A. Goss, the Junior Inspector, taking both his own work and that of the Senior Inspector. The work of inspection has nevertheless been vigorously prosecuted, Mr. Goss having visited every district in the province excepting those of Shwe-gyeen and Toungoo, which were visited by Mr. Ferrars, and having inspected 195 schools,—some of them twice. The valley of the Irrawaddy was also traversed by the Officiating Director.

Tours of Deputy Inspectors.

16. Mr. Goss, who has tested the work of six out of the seven Deputy Inspectors, considers that on the whole their duties have been performed with greater efficiency than before. The experiment of placing the six seaboard districts of Arakan and Tenasserim under two Deputy Inspectors, instead of four, appears to be successful; and Mr. Goss considers that each of those officers can easily make the tour of his circle and can visit all important schools twice. He adds that the same may be said of all the other districts except Rangoon, where the area is so wide and the schools so numerous that the Deputy Inspector cannot make more than a single tour.

The rewards to indigenous schools, under the departmental system of payment for results, have been generally judiciously distributed, the exceptions being in the case of two temporary incumbents in the Arakan and Henzada circles. Both these circles have since the close of the year been entrusted to other hands.

Some of the Deputy Inspectors are reported to have been dilatory in the submission of their reports, which are not always prepared in accordance with instructions; but, speaking generally, their duties have been faithfully and zealously performed. Their inspections have had an excellent effect on indigenous schools throughout the province, and, as Agents to the Government Book Depôt, they have done good service in the dissemination of school-books and general literature.

District Committees and Sub-Committees of Public Instruction.

17. The Officiating Director in his notes of the year's operation has not specially mentioned the District Committees; but there is abundant evidence in the office of the continued usefulness of this agency for the regular local supervision of schools, for the control of Deputy Inspectors, for the conduct of the departmental examinations, and the representation of local opinion. The interest of the Committees in schools at headquarters of districts or townships will be further stimulated by the recent transfer of the maintenance of these schools to municipal or town funds.

Agency of instruction.

18. Important accessions have been made to the teaching staff of the Government high school at Rangoon by the appointment of three Professors and two trained and certificated masters. Of these five officers, four were appointed in England by the Secretary of State, *viz.*, Mr. R. Romanis, D.Sc., from Edinburgh, Professor of Physical Science; Mr. E. Forchhammer. Ph. D., Liepzig, Professor of Pali; and Messrs. Sarfas and Quance, Assistant Masters. Mr. A. R. Hayes, M.A., late Lecturer in Mathematics, Trinity Hall, Cambridge, was appointed Professor of Mathematics by the local Government. No other material changes have taken place in the teaching staff; but the special attention of English masters has been drawn to the rules for examination in the Vernacular, and warning given that these will be strictly enforced. During the year the following officers passed the prescribed examination:—

Higher Standard.

Mr E. Theodore, 3rd Master, Preparatory School, Rangoon.
,, J. Simon, 2nd Master, Middle Department, of the Government High School, Rangoon.

Lower Standard.

Mr. G. R. Gordon, 2nd Master, Lower Department, Government High School, Rangoon.

19. Of the zeal and devotion of head masters of schools generally, the Officiating Director speaks in the highest terms. The supply of qualified native masters for Anglo-Vernacular schools is still much below the demand, and it continues to be difficult efficiently to man the establishment of the existing schools of this class. Even a moderate acquaintance with the English language still commands so high a price that the best pupils of our schools find employment outside the Education Department.

School hours.

20. In the last report a comparison was drawn between the schools of the several grades in the matter of the time daily devoted to work. A circular issued on the subject since the closing of the year has elicited some interesting replies which will be made the subject of a separate report. I may say here, however, that I am not disposed to concur with the Officiating Director either in regarding the indigenous schools as exceptionally industrious, or in advocating any material extension of the hours of work assigned to Government schools.

Grants-in-aid.

21. No change has been made in the conditions under which grants have for a number of years been given in aid of private schools,—high and middle. Under present rules, grants are made for the general expenses of a school, and continued from year to year unless the school is manifestly inefficient. The withdrawal of a grant from a school has thus become a serious measure, which is very rarely enforced.

In the last annual report, however, the Officiating Director urged the necessity of some more definite means of discriminating between good and bad schools, and regulating the grants accordingly; and by order of the Chief Commissioner, the grant-in-aid rules are now undergoing a complete revision.

The prescription by the Supreme Government of the proper scope of the schools in each grade will facilitate this revision; and if grants are strictly proportioned to the extent to which a school maintains its position, a far more satisfactory control will be exercised over aided schools than is at present possible, and a more reliable estimate formed of their relative efficiency.

SECTION III.

University Education.

22. Under this head there is as yet nothing to record excepting the circumstance that two pupils of the Government high school at Rangoon who have passed the Entrance Examination of the Calcutta University have been reading during the past year for the F. A. Examination. The institution in which they are studying, however, does not profess to take rank as a college, and it is questionable whether until this is the case the energies of the staff should not be exclusively given to those who have not yet passed the Entrance Examination.

SECTION IV.

Secondary Education.

23. This section deals with higher and middle class schools; and, as far as it has been possible, in anticipation of the general re-classification (which will be effected as soon as the local standards are defined), the schools have been graded in accordance with the limits assigned by the Government of India. In the next annual report those limits will be strictly observed.

High Schools.

24. Among Government schools, that of Rangoon is at present alone entitled to rank as a high school, and that by virtue of its "High Department," which forms a very small part of the institution. The high departments tentatively opened at Akyab and Moulmein have been closed for the present. It is to be hoped, however, that no long time will elapse before each division of the province has its own high school. One of the intentions in closing the high departments at Akyab and Moulmein was to concentrate at the central school at Rangoon the best pupils from all schools in the province. I am convinced, however, that it will be necessary to provide more than one centre for higher education. It is true that the Rangoon High School does attract already to its classes pupils from every part of the province; and the Irrawaddy Valley Railway has rendered it far more accessible than it was formerly to the districts in the Pegu division. Arakan and the greater part of Tenasserim, however, are too remote to benefit materially. Arakanese parents can as easily send their children to Calcutta as to Rangoon, and, as a matter of fact, do so in preference. This is strongly represented by the Head Master of the Akyab Government School. Again, Burmese parents in the more remote districts object strongly to sending their sons so far from home. On these grounds, I am satisfied that the original intention of gradually organizing the Government schools of Akyab and Moulmein on the plan of that at Rangoon was a wise one, which should be carried into effect as soon as practicable. There is no reason why, without any greatly increased cost, the Government schools of Akyab and Moulmein should not, as well as that of Rangoon, furnish annually candidates for the Calcutta University Entrance Examination, and it seems to me desirable on every ground that they should be encouraged to do so.

Of the aided schools, I have only felt justified in placing among high schools the town school at Moulmein and the Karen Mission schools at Bassein and Toungoo under Mr. Carpenter and Mr. Cross.

Government High School, Rangoon.

Position of the school in the province.

25. This institution continues to hold its place as the best Anglo-Vernacular school for general education in the province. This is attested not only by its success at the University Entrance Examination and the Provincial Scholarship Examination, but by the results of inspection and examination as well by visitors outside the Department as by inspecting officers. The school has been the subject of some unfriendly criticism; but no critic has been found to question the excellence and thoroughness of the work done throughout the classes, and, if a high price has been paid for the results, they are such as have been well worth paying for. Young as the institution is, it has already taken up its intended position as at once an efficient teaching establishment and the leading provincial institution, extending its influence over all schools in the province.

Of the masters of Government schools, middle and lower, a considerable number have passed through the training implied in service in its classes, either as pupils or masters; while through the normal classes its influence reaches to the indigenous primary schools, and, while the system under which its success has been achieved is thus transplanted widely through the province, the same success has aroused a general and healthy spirit of emulation.

Constitution of the school.

26. The school consists, as at first, of three departments,—high, middle and lower; while a preparatory school, conducted in an adjoining building, but under the same management, serves at once as the best possible feeder to the lower department and as a practising school for the normal school. Each of these departments and schools will be noticed individually under its proper head; but some general remarks on the working of the institution as a whole are called for here.

Attendance.

27. Nearly 200 boys were in attendance in the three departments at the end of the year, and nearly the same number were on the rolls of the preparatory school. This shews a reduction of 50 on last year's attendance, for which three causes are assigned,—the dissatisfaction caused by a more strict attention to the Vernacular language, the unpopularity of some of the teaching staff, and the rumours of political disturbance, which led to the withdrawal of many pupils. The Principal reports, however, that the attendance is now again steadily increasing, notwithstanding a raising of the rate of schooling-fee in each department of the high school since the close of the year. The attendance has been remarkably regular, and the payment of fees punctual.

Receipts and expenditure

28. Taking the statistics of the high school and preparatory school together, the gross charges amounted to Rs. 40,270, and the receipts to Rs. 6,726,—the nett cost to Government being Rs. 33,544.

These figures shew that the school has been less cheaply conducted than in previous years, there being an increase of Rs. 5,867 in the charges and a decrease of Rs. 1,785 in the receipts; and the average cost to Government of each pupil's education being Rs. 109, against Rs. 68 last year.

The increased cost is almost exclusively due to the additions to the staff of the high department, which will be noticed below.

Boarding department.

29. The boarding department has continued to be highly successful. The monthly average number of boarders was 90, against 78 last year, and the department is entirely self-supporting. The gross income was Rs. 7,936, and the expenditure Rs. 6,723, leaving a cash balance of Rs. 1,213. The boarders are thoroughly well cared for, their conduct has been exemplary, and the management of the establishment reflects especial credit on Mr. Sleigh, who has ably seconded the efforts of the Principal for its welfare.

Lending library.

30. A lending library has been opened in connection with the boarding department, and promises to be a valuable acquisition to the school.

Conclusion.

31. I have only to add my conviction that, while some reforms are desirable in the direction of economy, the institution as a whole has hitherto amply justified the expectations with which it was founded; that as regards the general standard of education attained, its progress has been uniform and rapid; that its internal organization has been from the first excellent; and that it gives every promise of a steady and satisfactory advance, and of an abundant return for the expenditure which it involves. The chief credit for this result is unquestionably due to Mr. J. H. Gilbert, the Principal, whose ability as a teacher, administrative capacity, and devotion to the cause of education, have been, and continue to be, the mainstay of the institution.

Government High School, Rangoon, High Department.

32. This section of the school has been open for three years; but it is only within the last year that the sanctioned staff has been entertained. The number of pupils is still so small (15 boys being on the rolls, and 10 being the average daily attendance of the year) that, while it is clear that good work has been done, I cannot but concur with the Principal in the opinion which he has strongly expressed, that the entertainment of the full staff has been somewhat premature. The department has been in charge of Mr. Hayes, who was appointed Professor of Mathematics early in the year. He has been assisted by Dr. Romanis, Professor of Physical Science, appointed in July last, and by an Assistant Science Master, Dr. Shaw Loo, a native of Burma.

Dr. E. Forchhammer, who was appointed Professor of Pali near the close of the year, has not yet joined the staff, but has been very usefully and diligently employed in preparatory researches and in compiling some necessary manuals.

The course of studies was that prescribed for the Calcutta Entrance Examination, and, during the last two months, two pupils who passed the Entrance Examination in December entered upon the First Arts course. Mr. Hayes reports very favourably of the progress of the year; but neither he nor the Principal anticipates much increase in the attendance so long as boys who have reached the middle standard can so readily obtain employment. This obstacle will necessarily be removed by time, and nothing would more tend to hasten its removal, and to increase the usefulness of the high department, than the prescription of educational tests for admission to the service of Government.

Town School, Moulmein.

33. This school, which has been once inspected by the Officiating Director and twice by the Officiating Inspector, seems to have maintained the high position it has occupied for many years. Financially, however, it is very seriously embarassed. The debt of the school has largely increased, owing chiefly to a falling-off of the attendance: This reduction the Committee of Management regard as a mere temporary fluctuation, and anticipate the recovery of the school from its present position. The Secretary adds that "to maintain the school, much Government aid is necessary," and, considering that it has been found necessary largely to curtail expenditure on grants-in-aid during the current year, there would appear to be some danger to the school's existence.

Meantime, the school, under its able Head Master, Mr. St. Clair, takes a very high place among the provincial schools. The Officiating Inspector, who devoted several hours to an examination of the 1st class, considers that it does infinite credit to Mr. St. Clair's excellent teaching, and especially notices the proficiency of the pupils in English, French, and arithmetic.

Near the close of the year, the teaching staff suffered a heavy loss in the death of Mr. T. W. Smith, the Assistant Master, who, besides being an excellent teacher, appears to have been personally much esteemed. It is probable that, under present circumstances, this vacancy will not be filled up.

A B. M. Sgau Karen School and Industrial Institute, Bassein.

34. I have included this among high schools because it was so ranked last year, but without a certainty of the correctness of the arrangement.

The Officiating Director held this school in higher estimation than any other in the province, and there was a good deal of justice in his estimate, for it certainly ranks among the most efficient and successful; and, considering that the pupils belong exclusively to the Karen race and to tribes of the most shy and retiring nature, the fact says a great

deal for the ability and devotion of Mr. and Mrs. Carpenter, the managers. The attendance is slightly less than last year, owing to sickness, and especially to the high prices realized by rice, which has induced parents to keep their children at home to work as labourers. One hundred and thirty pupils are in attendance.

The school has been twice inspected by Mr. Goss, whose examination shewed that a high standard has been reached, and that good work has been done throughout the classes. Perhaps the most satisfactory feature of the inspection report is the evidence of the progress made in the study of Burmese. Mr. Carpenter has readily conformed to the wishes of Government in this matter, and the teaching has been very successful. Mr. Goss considers that the 1st class has very nearly reached the 4th standard prescribed for indigenous schools. The reading of a passage previously unseen was fluent and intelligent, the meaning clearly understood; and a passage was written to dictation with very few errors.

Another very satisfactory point which is gathered from the statistics is that a sum of Rs. 1,065 was earned during the year by the industrial department of the school. The new buildings for the school are nearly finished; and the liberality of the Karens, as well as their appreciation of the work of the Missionaries, is shewn by the fact that in the course of the last four years the Karens of the Bassein district alone have contributed in cash, for these buildings, Rs. 33,000.

Fees in Karen schools.

35. This is an appropriate place to notice a peculiarity of all schools for Karens. It will be noticed in the statistical returns of these schools that the column for the monthly rate of schooling fee is usually blank. Now, as a general rule, the Government would object to the non-payment of fees in an aided school: no such objection is made, however, in view of the special peculiarities of this remarkable race. The entries under the head of "subscriptions and donations" shew how liberally the people support their schools; but while they are willing to contribute largely in the form of food, money, and labour, any attempt to levy a fixed monthly fee is strongly resented by a people not accustomed to any kind of official routine. Mr. Carpenter does enforce payment of a fee from "non-contributing villages;" and, so long the general contributions to the schools are so large as at present, the insistance on monthly fee payments from others would probably be impracticable.

A. B. M. Paku Karen School, Toungoo.

36. This school is also placed among high schools, as having been so classed in the last annual report. One hundred and thirty-nine pupils are reported in attendance. I have no special report upon the work of the year and the standard reached in the classes; but the school was visited by the Chief Commissioner, and a sufficient guarantee for the efficient working of the institution is afforded by the able superintendence of the Revd. Mr. Cross.

Middle Schools.

37. In addition to the middle department of the Rangoon High School, there are eight Government schools at district head-quarters which have until last year been placed in this grade, and two of which have been ranked as high schools. Of these, three only were treated as middle schools in the last annual report, the Officiating Director considering that the Government schools of Akyab, Prome, Toungoo, Tavoy, Mergui, Kyouk-hpyoo, and Sandoway had "not performed the functions of middle class schools in any of their classes," and relegating them in consequence to the grade of lower class schools. But the recent definition of the Government of India shews that this classification was made under a misapprehension, and I feel no hesitation in restoring the schools named above to their usual grade.

Among aided schools, several which have in former reports been ranked as high schools are confidently placed in the middle grade; and a considerable number of those which in the last report were placed among primary schools are replaced in the grade in which they have been classed in all former reports, and to which I anticipate that the test now to be applied will shew that they properly belong.

Principle of classification.

38. As regards the general principle on which schools should be graded, my own views are so clearly expressed in a passage in the last annual report of the Director of Public Instruction in Bengal that I may venture to quote the passage here :—

"PARA. 115.—It is an important and much disputed question whether schools should be classified according to the standard they have reached or according to that which they profess to teach Notwithstanding the plain objections to the latter course, I am convinced that it is the right one to follow in practice. Due restrictions must of course be imposed upon arbitrary classification: no school, for example, should be brought into any class except with the sanction of some competent and responsible officer, forming his judgment according to the strength of the establishment, the qualifications of the teachers, or the actual proficiency of the pupils. These conditions will suffice to prevent extravagant classifications, but it is not to be expected that every school thus entered in a class will send candidates year by year to the examinations of its class, nor that every school so sending candidates will pass them. If for a long time together a school fails to pass candidates by the standard of the class to which it professes to belong, it will no doubt be a question whether its class should not be reduced, but meanwhile it is of importance to us to know what schools are aiming, even though for a time unsuccessfully, at each standard That such schools should be prematurely ranked in a class to which they have not yet made good their claim, is a less evil than that they should be merged, and their special character lost sight of, in the ranks of the class below."

Place assigned to Karen normal schools.

39. A word must be added to explain the inclusion among high and middle schools, in the present report, of the several so-called "normal schools" for Karens, under the American Mission, the title of which would seem to place them among "special schools," and which have usually been separately classed in the departmental annual reports. The training of teachers continues to form such a small and incidental part of the work of these schools, which are now more and more adapting their system to that of the departmental middle schools, that I have now adopted the arrangement followed last year by the Officiating Director, and classed them among schools for general education. In future, the managers will be asked to make a special report upon the training of teachers during the year, which will find a place in the section on special schools.

General remarks on middle schools.

40. The Officiating Director considers that the non-indigenous schools generally are *in statu quo*. The inspection reports upon their condition and prospects during the year are, however, on the whole very satisfactory.

Of the Government middle class schools, the Officiating Inspector, Mr. Goss, visited all but two—those of Toungoo and Shwe-gyeen—which were inspected by Mr. Ferrars. Mr. Goss regards the middle department of the Rangoon High School as probably the most efficient in every respect, placing the Akyab School second in order of merit, then those of Bassein and Moulmein. The schools at Kyouk-hpyoo, Tavoy, and Sandoway are all favourably reported on, those of Prome and Mergui only shewing less satisfactory results on inspection.

41. At the close of the year some very important measures were adopted with a view of placing the Government schools of this grade on a better footing financially and otherwise. The orders of the Government of India necessitated a complete revision of the standards and curricula of study, and the Chief Commissioner, in a resolution dated 15th March 1879, ruled that in future the cost of these schools, which are all situated in central towns, attended chiefly by children of townspeople, should be borne by municipal or town funds where such funds were able to bear the charge; and that in the remaining cases the cost should for one year more be debited as formerly to provincial funds, but that unless means were found during the year to render the schools more self-supporting they should be closed. It is too early to estimate the ultimate effects of this measure, but it has already acted very beneficially. It has applied a very practical test to the estimation in which the schools are held, and created a new and direct interest in their condition in the towns where they are situated.

In one instance—at Toungoo—the measure has led to a proposal to close the school, as being too heavy a burden on local funds; but in the majority of cases no objection has been made to the transfer of the charge, while in the case of the schools whose continued existence depends on their being economically administered, the people have practically shewn their appreciation of the schools by consenting to a raising of the fee-rates and to other measures having the same object in view.

42. Of the head masters of the Government schools, the Officiating Director writes that their good intentions and zeal are above price, and his only complaint against them as a body is that they have shewn too little sympathy with the educational policy prescribed by the Department. I think, myself, that the cause of this apparent independence of action is rather to be traced to the general nature of the terms in which the policy of the Department was laid down in the scheme of 1872-73, to which Mr. Ferrars refers. That scheme was, however, necessarily and intentionally sketched in outline only, and was professedly subject to modification in practice. An irrational eagerness to acquire a knowledge of the English language, solely with a view to clerical employment, has doubtless in many cases found too much encouragement; but school-masters are not to blame for taking advantage of this eagerness, which no departmental regulations will repress, and which needs only to be rightly directed.

In revising the standards and curricula for all Government schools, care will be taken that a competent knowledge of the pupil's own vernacular is acquired before the study of English is begun, and that instruction in general subjects is not delayed until the Vernacular standard is reached; but it seems wiser to regulate the conditions under which the English language shall be studied, than arbitrarily to refuse to teach it, especially where the certain result of the refusal is to empty the schools.

43. One barrier to the progress of the schools of this grade, as well as of the Government cess schools, has, I think, been that we have carried too far, or rather applied injudiciously, the salutary principle of enforcing an entrance-test. Our middle schools have all a considerable primary section which will in future be recognized as a distinct department, and the error has been in enforcing a test for admission to the lowest classes of this primary section. Much has been said about the schools of one grade acting as "feeders" to those of a higher grade, and it has notably been expected that the indigenous Vernacular schools will thus "feed" the middle schools. But experience seems to prove that it is idle to rely on such a system of progression from school to school.

Setting aside the obvious fact that under our system of aiding indigenous schools, it is directly opposed to the interest of their managers to allow pupils to leave who are capable of

earning grants-in-aid, I am satisfied that in the present circumstances of this province it is desirable that each school should provide its own principal "feeder," in the form of a primary department working under the same superintendence and keeping the upper classes continuously supplied with thoroughly trained recruits; and the same principle holds with no less force in regard to schools of a higher grade.

Among aided middle schools, St. Paul's, Rangoon, under the Roman Catholic Mission, appears to stand highest; but the inspection reports of nearly all are satisfactory.

Government High School, Rangoon, Middle Department.

44. The Principal is, I belive, fully justified in reporting that this department has been most efficiently conducted by Mr. Sleigh during the year. The Inspector's report is very satisfactory, and shews that the high eulogy passed upon the work in the last annual report is not less merited for the year under review. The school teaches well up to the middle standard, and serves as an excellent model for middle schools at district head-quarters. Eighty-two pupils were in attendance at the end of the year, and the average daily attendance was 69. Eight candidates were presented for the Entrance Scholarship Examination; and, although one only was elected, the remaining seven all received honourable mention.

The popularity of the school is attested by the fact that, of the pupils admitted during the year, one half were re-admitted after having been withdrawn. The Head Master regrets that so many of the best and most promising boys are drawn away from school "for the routine of a Government or mercantile office, at a salary of some Rs. 30 or Rs. 40 per mensem." He adds, "I should hail with delight any effort on the part of Government to insist on some standard of excellence in all candidates applying for situations in Government offices. The youths who now chiefly fill the appointments of junior clerks, &c., in Government offices would soon become extinct, and we should have young men in their places who could at least think for themselves and express their thoughts correctly in writing. The recent action of the Secretariat Office in this respect will, I hope, be soon followed by all Government offices, and that the lads chosen will be those whose attainments are such as will reflect some credit on their school and its teachers."

It is satisfactory to notice that the unpopularity of the study of Burmese has been greatly overcome by the exertions of Mr. Sleigh, whose system of teaching is most thorough, and who fully deserves the confidence placed in him by the Principal. Mr. Sleigh speaks in high terms of his assistant, Mr. J. Simon, to whose energy and exceptional ability as a teacher I can bear personal testimony.

Government School, Akyab, Middle Department.

45. This school was unaccountably treated last year as a primary school. The lower department is rightly so regarded; but the middle department is, as a matter of fact, one of the best middle schools in the province, with a near prospect of attaining the intended position of a high school. This is proved not only by the Inspector's report, which shews that the middle standard is successfully maintained, but by the conspicuous success of the school at the last Entrance Scholarship Examination. Three of the five scholarships awarded for the whole province were gained by candidates from this school,—three other candidates from the school being on the list of those specially "commended."

Mr. Gray, the Head Master, reports that much attention has been given to the study of Burmese, but records a strong opinion, in which I concur, of the necessity in a large English seaport of giving prominence in the curriculum to the English language.

The Head Master, supported by the District Committee, is anxious for the services of an additional master in the middle department, and represents that the school costs the Government less per pupil than any other in the country. With the additional help for which he asks, Mr. Gray undertakes to form a class for the University Entrance, and also a special class for the teaching of surveying; and I should be glad to see his proposal sanctioned.

The boarding department of the school has been closed by order of the Chief Commissioner, as it was not found to be self-supporting.

In the month of March last, the progress of the school was seriously interrupted by the occurrence of a calamitous fire in the town, which "destroyed the houses and possessions of four masters and 115 boys." The Head Master states that the blow to the school was a severe one, but rightly regards it as a sign of its popularity that, whereas just after the fire the attendance fell from 200 to 70, two months later it had reached 189.

Mr. Gray is well satisfied with his present subordinate staff, and himself deserves great credit for the state of the school.

Government School, Moulmein, Middle Department.

46. Although no entrance scholarships were gained by the school this year, three candidates received special commendation at the Scholarship Examination, and Mr. Adams seems to have maintained the status of the school as among the foremost of the middle grade. The Inspector especially notices the very creditable proficiency of the pupils in arithmetic. The attendance has slightly fallen off; but this is no doubt rightly attributed to the strict enforcement of an entrance-test, even to the lower or primary department. On this subject, the Head Master writes rather despairingly; but the test is now withdrawn for the lowest Vernacular classes of the primary department, and its abolition will be a decided gain to the school.

As I have elsewhere observed, in the present state of education in Burma, a school of this kind, to be successful, must have its own "feeder" on the premises and under proper management.

I have been surprised to receive from Mr. Adams, who has hitherto paid much attention to Pali, a suggestion that the study of this language in the school should be discontinued, as universally unpopular among pupils and parents. The school cannot, of course, be exceptionally treated in the matter; but there is no question that the method of studying Pali in all our schools needs to be reviewed by a competent scholar, and the subject will be referred to the Professor of Pali.

Mr. Ferrars urges, with some force, the special value of the study of this classical language to Burmese students of the English language, in view of the clumsy and imperfect structure of their own vernacular, which therefore affords no adequate introduction to the study of English.

The boarding department has been closed here, as at Akyab.

Government School, Bassein.

47. This school continues to prosper under the management of Mr. Simeon; not only is the attendance full—146 pupils being on the register, and the average daily attendance 118—but the results of inspection have been very satisfactory. The school shewed well in the Entrance Scholarship Examination (six candidates being specially commended), and a close examination of the classes by the Officiating Inspector proved that excellent work had been done throughout the school: had it been otherwise, indeed, the 1st class could not have reached its very creditable position. The school is conspicuous among district schools in having a successful boarding department which is entirely self-supporting, has begun to attract pupils from the interior, and for the success of which much credit is due to the Head Master.

The Chief Commissioner visited the school in July 1878, and was much pleased with all he saw. This is an instance of how much can be done, even without a very strong subordinate staff, by the personal energy and influence of an efficient head master.

Government School, Prome.

48. This school was visited during the year by the Chief Commissioner, the Bishop of Rangoon, the Officiating Director, and the Inspector of Schools. The general conclusion to be drawn from the report of the Inspector, made after a careful examination, is that the school does not hold a high place among those of its grade. The two first classes only constitute its middle department, and in these the results of examination, though satisfactory in some respects, were less generally so than elsewhere. In the subject of arithmetic the classes were especially weak. The name of the school does not appear in the list of those whose candidates were either successful or commended in the Scholarship Examination. The attendance is hardly so large as might be expected; but this is no doubt partly due to the strict enforcement of the entrance-test, and partly to the facility given by the Railway for attending schools in Rangoon. The Inspector reports that decided progress has been made in the study of the Vernacular, to which much more attention has been paid since its importance was urged by the Officiating Director. I am glad also to have received, since the close of the year, a much more favourable report on the general working of the school.

Government School, Kyouk-hpyoo.

49. Worked under some very serious disadvantages, this school has been extremely well managed by the Officiating Head Master, Mr. Jones. The year has been a very unhealthy one in Kyouk-hpyoo, cholera and small-pox having prevailed during several months of the year to the special detriment of the school. The prevalence of infectious disease naturally empties a school; but it happens that at Kyouk-hpyoo the building occupied by the Government school is in the immediate neighbourhood of the jail, and, on the occurrence of any epidemic, is required by the jail authorities either as a dormitory or hospital. Thus, during the past year, the school was for this reason removed from one temporary building to another, and the many drawbacks thus imposed upon its progress need not be enumerated. It is from no want of urgent representations, both by the Commissioner of Arakan, the Deputy Commissioner, and myself, that the school has not been provided with the necessary accommodation; and I trust that means will shortly be found to supply this essential want.

Meantime, great credit is due to the teaching staff for the state in which the school was found on inspection in January last, as well as for its success in the Entrance Scholarship Examination; and the report of the Inspector of Schools is highly satisfactory.

The first three classes are especially commended for arithmetic; and the knowledge of Burmese throughout the school was found to be exceptionally good. "The Arakanese accent was barely perceptible."

The school works fairly up to the middle class standard, and everything points to the conclusion that its present efficiency is mainly due to the exertions of the present Head Master.

Government School, Sandoway.

50. Mr. A. B. Savage has justified his appointment to the charge of this new school. During the three years of its existence it has made very satisfactory progress, and the testimony of the local authorities to its efficiency is confirmed by the Inspector of Schools. The Chief Commissioner also

expressed himself as much pleased with the school, the state of which he considered creditable to the Head Master. The school has not had time to reach the same standard as some which have been longer established; but the teaching has been careful and thorough, and there is every reason to be satisfied with the results hitherto achieved. The constitution of the school will probably undergo considerable change during the current year; but the people have clearly intimated their appreciation of its usefulness.

Government School, Toungoo.

51. The attendance has been diminished by about one half since the last report, and the year closed with only 50 pupils on the register. Since the close of the year, the Municipal Committee, which has been called upon to bear the cost of the school, has recommended its being closed,—a recommendation which I have not supported. The school was established little more than three years ago, on the urgent application of the President of the Municipal Committee and with the most liberal support from municipal funds, and, until a few months ago, has been successfully worked. The enforcement of an entrance-test reduced the attendance at the school; but the causes of its recent decline are obvious enough:—The Head Master having been granted leave to Europe in June 1878, the school was left without a head master for the following eight months; and shortly after the appointment of his successor, the announcement that the municipality proposed to close the school led to the withdrawal of many more pupils. The progress of the school up to the departure of the Head Master on leave had been in every way satisfactory, and I hope that the current year may see its restoration to its former position.

Government School, Shwe-gyeen.

52. An average of 50 pupils attend daily, and 60 names were on the register at the end of the year. The school was visited by the Officiating Director, who has not recorded any remarks regarding it; but reports received from the Head Master and from the Commissioner of Tenasserim shew that the progress of the year has not been very satisfactory. Under recent orders, the school establishment will probably be reduced.

Government School, Tavoy.

53. This school is fortunate in having a very efficient teaching staff. The attendance is good and regular, and the Inspector's report very satisfactory. He considers that the school "will rank well among Government middle class schools, "the masters being "earnest in their work, and the pupils docile and industrious." The proficiency of the pupils in English was found to be very creditable, and they passed a remarkably good examination in the Vernacular. The only weakness noticed was in mental arithmetic, and the Inspector rightly urges the importance of a knowledge of indigenous weights and measures. Mr. Moore, the Head Master, deserves credit for the condition of the school.

Government School, Mergui.

54. The Head Master of this school, Mr. Henty, was transferred near the close of the year to Toungoo, and not replaced. The school has, however, been subsequently well managed by the 2nd Master, Mr. Anderson. The attendance has been well maintained, notwithstanding the enforcement of the entrance-test; and the Inspector reports decided progress in the classes. The standard reached is much higher than when the school last came under my notice, and the work of the year seems to have been satisfactory. Some changes in the constitution of the school are probable during the current year here as elsewhere.

Aided Middle Schools.

St. Paul's Institute, Rangoon.

55. The fraternity of the "Christian Brothers," under the superintendence of the Right Reverend Bishop Bigandet, continues to maintain the efficiency and popularity of this large school. Three hundred and eighty-three pupils attend, and the Bishop reports that applications for admission have been refused during the past year, even at an enhanced fee-rate, and that the school has continued to give him the greatest satisfaction. Mr. Goss, the Officiating Inspector, examined every class in the school in March of the current year, and was much pleased with the result. The teaching is said to be thorough, and the school excellently managed. One pupil only was commended at the last Entrance Scholarship Examination; but the general standard reached is that of a middle class school. In mathematics the results of examination were especially good. A teacher of Burmese is now regularly employed, and much more attention has been given to the subject than formerly. A large proportion of the pupils, however, are Eurasians, among whom the prejudice against the study of the Vernacular is still unreasonably strong. There seems to be no reason, however, why the masters of so popular a school should pay any attention to the prejudice.

Diocesan Boys' School, Rangoon.

56. The attendance at this school has somewhat improved, 64 names being on the register, and the average daily attendance 49; and the Bishop of Rangoon, who has favoured me with a brief report upon the school, considers that there has been a real improvement in the standard reached by the pupils since the appointment of the present Head Master, Mr. J. W. Dovey, in February 1878. It would appear, however, from this report, as well as from that of the Inspector, that the middle standard, at which the school

aims, is not yet attained. The school receives a liberal grant-in-aid, notwithstanding which its financial position is not very satisfactory. The Head Master has been entrusted with the arduous task of reviving an institution which had practically collapsed, and sufficient time has not yet passed to justify an estimate of his success. Meantime, the latest official examination of the school confirms the opinion of the Bishop, that satisfactory progress has been made since Mr. Dovey's appointment.

St. John's College (S.P G.), Rangoon.

57. The attractions offered by this school are no less powerful than ever, and 538 pupils are reported on the register, with an average daily attendance of 425. The title given to the school is a misleading one, as it does not profess to be more than a high school; and is, in fact, not yet entitled to be so ranked. The opinions of the school expressed by the late Officiating Director of Public Instruction were most unfavourable, referring, however, rather to the principles on which the school is conducted than to the actual work of the classes. It does not seem to belong to the province of the Department to demur to the plan on which a private school is worked, provided it satisfies the requirements of the grant-in-aid rules. Thus tested by the Officiating Inspector, St. John's College may be said to rank fairly among middle schools, though not among the best. Its 13 classes really form a middle and a primary department. The middle department is under an able head master, Mr. Scott, and the primary classes generally showed fairly well on examination. The middle department passed with especial credit in arithmetic. The weakest point throughout the school is the knowledge of the Vernacular language, to which adequate attention is clearly not paid in the lower department. The consequence of this defect is seen in the fact that the pupils of the middle department were found unable to translate an easy passage in a Burmese reader to English,—not from lack of power to express themselves in English, but from simple ignorance of Burmese.

S. P. G. School, Henzada.

58. Mr. Marks, the Superintendent of the school, considers that it has maintained its efficiency and reputation. It has certainly maintained its popularity, some 80 pupils being crowded into the very small building in which it is accommodated. The report of the Officiating Inspector, after a careful examination, shews that the school approaches nearly to the middle standard at which it aims. Passages from a difficult English reader were well understood, and the school was far stronger in the matter of the Vernacular language than its parent institute at Rangoon. In arithmetic and geography the classes were decidedly weak, and Mr. Goss rightly urges that such subjects should be taught through the medium of the Vernacular in the lower classes.

S. P. G. School, Thayetmyo.

59. Situated as it is on the frontier, this small school is especially liable to be influenced by political rumours, and has naturally suffered even more than others from the general feeling of uneasiness which has lately prevailed. It has further suffered from the illness of its local Superintendent, the Revd. Mr. Chard, and the attendance was only 33 at the end of the year. The teaching staff however must be exceptionally weak, judging from the results of inspection in August last,—so much so that, unless some improvement is shewn in the current year, it would be impossible to recommend the continuance of the grant-in-aid. Mr. Marks however suggests the possibility of closing the school. The school has an English and a Vernacular department, and the results of examination in both were singularly poor. The simple rules of arithmetic were not known thoroughly even in the 1st class. In the highest classes, the knowledge of English was "most limited; and in geography, scarcely a question was answered correctly." The Vernacular department failed also signally when tested by the Deputy Inspector of Schools.

Pegu High School, Rangoon.

60. The name of this school is doubly misleading, as it cannot be regarded as a high school, or as in any way representative of the Pegu province. As a middle school for Karen boys and girls, however, it continues to be successfully managed, and the results of inspection were generally satisfactory. Mr. Goss writes:—"The school is almost entirely carried on by two Karen teachers educated in America, Mr. Colburn only exercising a general supervision. I am of opinion that the results of their efforts in teaching do them great credit." A good deal of attention is paid to the study of Burmese, and the classes passed a very fair examination in the language. Arithmetic is also well taught throughout the school. The Superintendent rather discourages the study of English, of which not much knowledge was shewn. On the whole, the institution seems thoroughly to deserve the support which it receives from Government.

Pwo Karen A.B M School, Bassein

61. Fifty-nine pupils are in attendance. The report of the Officiating Inspector is generally very satisfactory. Mr. Goss was especially gratified with the proficiency shewn by the pupils of the first three classes in Burmese, and regards the result shewn as "most creditable to the teachers." In arithmetic, the pupils seem to have been pushed on too rapidly. The first two classes passed a good examination. The school appears to deserve its grant.

R. C. M. St. Peter's School, Bassein.

62. The Superintendent of this school, the Revd. G. D'Cruz, reports that a radical change has been made in the management, the staff of "Christian Brothers" having been withdrawn, and their places supplied by paid masters. It has also been found necessary

to revert to the original separation of the school into two departments,—one for Karens, and the other for pupils of other races. The school has the advantage of being under excellent superintendence, and the Officiating Inspector reports favourably of the work done, especially noticing the great progress made in the study of the Burmese language. The 1st and 2nd classes of the Karen department passed a difficult examination in the language with great credit. In the subject of arithmetic, this department of the school was weak. The Anglo-Vernacular department was not very closely examined, but seems hardly up to the middle standard. The school has also something of an industrial character, the pupils learning carpentery, printing, &c.

Bghai Karen School, Toungoo.

63. Beyond the usual statistical information, I have received no report upon this school. The statistics shew that it is largely attended, 140 pupils being on the register. Like other Karen schools, it is also liberally supported by the people, the private contributions being more than double the amount of the Government grant.

S. P. G. School, Toungoo.

This appears to be the best school under the S. P. G. Mission. It is under a very competent head master, and appears to be carefully superintended by the resident missionary. The attendance and fee receipts are larger than they have yet been, 134 pupils being on the register at the end of the year. The payment of fees is strictly enforced, except in the case of Karens, whom it is found necessary to exempt here as elsewhere. A special industrial department for Karens has lately been attached to the school. This school sent up five candidates for the Entrance Scholarship Examination, of whom three were commended.

R. C. M. School, Toungoo.

64. I have received no inspection report on this school, which was partly examined by the Chief Commissioner in September last, and appears to have been found in a very satisfactory state. One hundred and five pupils attend, and the middle standard seems to be fairly reached. One pupil of the school was commended at the last Entrance Scholarship Examination.

R. C. M. St. Patrick's School, Moulmein.

65. Two hundred and seventy-seven pupils were present at the last inspection, and the Inspector's examination shewed that the middle standard is fairly reached, and that the work of the classes throughout is thorough. More attention to the Vernacular seems, however, to be required. The school has lately been provided with fine new buildings, and, under the efficient management of the Christian Brothers, continues to be a most useful institution.

A. B. M. Karen School, Tavoy.

66. This mixed school, under the Revd. Mr. Morrow, the Superintending Missionary, maintains a very good position. From 90 to 100 pupils attend; and the Inspector considers that the school has made "surprising progress" during the past two years. Special attention is given to the Burmese language; and a fair general standard seems to be attained.

The Superintendent reports that the school was closed in December "to allow the older pupils to teach in the jungle villages, 29 of whom taught primary schools with good success."

A. B. M. Karen School, Moulmein.

67. The Superintending Missionary reports 131 pupils in attendance during a session of five months. The high price of rice rendered it impossible to hold the usual dry season session; but in place of this, three schools were maintained at villages in the district, each under a Missionary Superintendent, and with an aggregate attendance of 100 pupils.

It must be remembered that these Karen schools are constituted differently from most other schools. All the pupils are boarders, and at the beginning of each session of the school, the villages from which they come contribute a supply of "paddy" for their support during the session. If this supply runs short, the pupils are necessarily dispersed.

The Moulmein School was not in session on either of the visits of the Inspector to Moulmein, so that no examination of the classes has been held. Mr. Webster, however, says that special attention has been paid to the study of Burmese, which is compulsory throughout the school.

Karen Normal School, Henzada.

68. Although this school is no longer aided by Government, Mrs. Thomas, the Superintendent, has favoured me with a report upon its working. The school was in session for nearly six months of the year, the attendance consisting of 27 boys and 18 girls. The numbers are much smaller than in previous years on account of the opening of village schools in the district; but in consequence of the reduction, Mrs. Thomas reports that better discipline has been maintained and better work done than formerly. The school is not under inspection, but I have no doubt that under its present manager it is doing thoroughly useful work.

Girls' Schools.

R. C. M. St. John's Convent, Rangoon.

69. This institution continues to be conducted in two separate departments, situated in different parts of the town. The aggregate attendance at the two is 275 girls, of whom 195 are of European descent. The Inspector of Schools has very lately inspected the Con-

vent, and briefly pronounces it "an excellent school in every respect." The Junior Inspector was present at the annual examination of the orphanage, and considered the results generally very satisfactory. The institution has the advantage, possessed by all similar schools under the Roman Catholic Mission, of an efficient staff of European teachers, of whose zeal and devotion the Bishop, as Superintendent, speaks very highly. An excellent education to the middle standard is given in the English department; and in the Vernacular department and orphanage a no less useful training is given, chiefly in the Vernacular.

Diocesan Girls' School, Rangoon.

70. This branch of the Diocesan School continues to be extremely well managed by Mrs. Warner with only one assistant. The Bishop of Rangoon, who has furnished me with a brief report on the subject, states that the school has suffered much from bad debts, but that its financial position is improving. The attendance fluctuated, but an average of from 40 to 50 girls attend daily.

The Inspector of Schools, who very lately examined the classes, reports that the teaching is careful, that there is much less yielding to the foibles of parents than in the Boys' department, and that "excellent results" were obtained on his examination. The private receipts largely exceed the Government grant.

R. C. M. St. Joseph's Convent, Moulmein.

71. The highest class was carefully examined by Mr. Goss, whose report shews that the middle standard is fairly maintained. The average daily attendance of the year was 102 girls, and the institution appears to be efficiently managed, and to merit the aid which it receives.

A. B. M. Morton Lane Girls' School, Moulmein.

72. The well-known success of this school for a series of years has been mainly due to the personal capacity of the Head Mistress, Miss Susan Haswell, and her enforced retirement to America during the past year has been a serious bar to its progress, the school being left, to use the words of the Missionary lady now in charge, "in the hands of those whose knowledge of the Vernacular was very limited, and whose experience with the difficulties of educating the youth of this country was untried." It is unfortunate that the Officiating Inspector was unable to examine the school during the year. The attendance, however, is well maintained, 76 girls being under instruction, and all bound to attend for a term of years. It is to be hoped that the services of Miss Haswell are only temporarily lost to the school.

A. B. M. Burmese Girls' School, Kemendine, Rangoon.

73. I am glad to find that this young school continues to make good progress, and seems to have fulfilled the favourable anticipations of its founders. One hundred and twenty-six girls are in attendance, the great majority being Burmese; and the system of teaching and management appears to be excellent. Not only is a useful training given through the Vernacular language in reading, writing, grammar, arithmetic, geography, and physiology, but the girls make their own clothing (even manufacturing the material on the premises), and do their own washing and cooking. The results of the close examination by the Officiating Inspector were generally very good; and I feel sure that the Superintendent is justified in his opinion that "the school, without noise or display, is sending forth a wide influence, healthful and beneficial in all respects."

S.P.G. St. Mary's School, Rangoon.

74. The Head Mistress reports that "a decided improvement in the progress and general tone of the school is evident this year;" and she attributes the improvement to greater regularity in the attendance, and to an increase in the amount of the daily work.

Mr. Ferrars, as Officiating Director, reported very unfavourably of this school, which has not since been inspected. Mr. Marks, the Superintending Missionary, considers that during the past year it has been prosperous and successful, and speaks of its present state as "highly efficient in both departments." The average daily attendance for the year was 78, and 120 names were on the register at the end of the year. The school will be thoroughly tested during the current year, as soon as the revision of the grant-in-aid rules is completed.

R. C. M St. Peter's Girls' School, Bassein.

75. I have only a report on this school from the Superintendent. Thirty-three pupils are in attendance, of whom 16 are of European descent and 15 are Karens. The Superintendent reports that the school is under able management, and that a Vernacular department has been opened during the year; but I have no record of the standard of instruction in the school.

SECTION V.

Primary Education.

76. In this section, I shall notice the lower departments of Government schools where such departments have been already recognized, the Government cess schools, and aided primary schools, indigenous or other. The limits of primary education have been lately

defined by the Government of India, and, judged by this definition, there is, I think, reason to be fairly satisfied with the work of the past year under this head.

The lower departments of the Government schools at Rangoon and Akyab seem, from the inspection reports, to be well up to the prescribed standard in the Vernacular, though perhaps below that laid down or suggested for arithmetic. The latter test is however, I venture to think, disproportionately severe. The Vernacular Government cess schools have generally done well; several of the Anglo-Vernacular schools of the same grade have however retrograded, and active measures are required for their reform.

The departmental system of aiding and improving indigenous schools continues to work very successfully; and, in some of these schools the pupils have been carried far beyond the primary standard,—the schools setting an example which might be well imitated by others of higher pretentions. Much remains to be done, however, before the mass of indigenous schools is raised to the primary standard, and bears the test annually supplied by the district examinations for primary scholarships and district prizes. At the last scholarship examination, no election was made in eight out of the 15 districts of the province; and the special prize for uniform proficiency in the three subjects of examination was awarded in one district only. On the other hand, it has been found possible to increase the strictness of the standards under which prizes are awarded by the Deputy Inspectors, which testifies to general progress.

Government High School, Rangoon, Lower Department.

77. This department has been under Mr. C. E. Brown throughout the year, and appears to have worked well up to its prescribed standard, the two highest classes having been promoted *en masse* to the middle department at the end of the year. The average daily attendance of the year was good, being 80 out of 105 on the register, or 76 per cent. Mr. Brown reports favourably of his assistant masters, and I think rightly regards the progress of the year as quite satisfactory.

Government Preparatory School, Rangoon.

78. This school was originally founded in consequence of the numerous applications for admission to the high school by pupils not qualified to pass the entrance-test, yet whom it seemed undesirable altogether to reject. Founded under these circumstances, it has proved a most successful and useful institution. While its classes serve as an admirable field for the students under training as teachers, it is justly considered by the Principal as a very valuable adjunct to the high school. To the preliminary training given in this school, the satisfactory results already recorded, as shewn in the high school, are without doubt largely due; and I fully concur in Mr. Gilbert's opinion that any interference with the good work which it is doing would deal a most serious blow to the prosperity of the high school, and thereby to the general cause of education in the province.

The school has remained in the hands of Mr. D. Aldridge, one of the most hard-working and efficient officers in the Department. The standard reached is somewhat higher than that prescribed for entrance to the lower department of the high school; and the aim of the school is "to lay a good foundation in all the subjects taught in the lower department." Much attention has been paid to the Vernacular during the year, and the prejudice against the study has been satisfactorily overcome, although the reform has not been made without a sacrifice of numbers. One hundred and eighty-four pupils attended at the end of the year, the monthly average being 199. Mr. Aldridge is satisfied with the general work of his assistants, and especially mentions, "for earnest and unremitting zeal," Mr. E. Theodore and Mr. R. Donald.

Government School, Akyab, Lower Department.

79. Nearly 100 pupils were present at the last inspection in January 1879. A careful examination of the classes shewed that good work had been done, and that the prescribed standard is fairly reached. Under the standard now to be introduced, however, greater attention will be required to arithmetic.

Government School, Moulmein Lower Department.

80. The Inspector of Schools examined the four classes of this department in Burmese and arithmetic; and while he reports favourably of the institution as a whole, the results of examination in this important department were unsatisfactory, and not very creditable to its Head Master, Moung Shwe Thin. The standard reached in arithmetic is lower than that attained either at Rangoon or Akyab; and, though the reading of the Vernacular was tolerable, writing from dictation was said to be decidedly indifferent, and far below what is looked for in a good indigenous school, both as regards writing and spelling.

Government Cess Schools.

81. The schools thus named as having been supported by the Five per Cent. Cess Fund have lately been the subject of a special resolution by the Chief Commissioner, who himself visited a number of them during the year. Situated usually at the head-quarters of townships, these schools are in most cases almost exclusively attended by the children of those who do not contribute to the Cess Fund, and the maintenance of the schools has in the commencement of the current year been transferred to other local funds. The transfer will set free a considerable sum of money which is much needed for the work of improving the indigenous schools in the interior of districts, and will ensure a greater

interest in the Government schools of this grade among the townspeople who chiefly benefit by them. Perhaps the best title for the schools in future would be "Government township schools," as distinguished from Government district schools at head-quarters of districts.

The sketch of the origin of these schools, which found a place in the last annual report, appears to have been drawn under some misapprehension; and, as the schools will be re-organized during the current year, it may be well here briefly to recapitulate their history:—

The majority of the schools of this grade were founded in 1873 in pursuance of plans for organizing a complete system of education for the province. It was thought that the indigenous schools would not, even when stimulated by the aid of Government, meet all the requirements of Vernacular education, and that a link was required between these and the middle class schools. It was thought that the establishment of one or two Government Vernacular schools under efficient masters in each district would at once fill the gap between indigenous and middle class schools, and serve as a model and example to the indigenous schools; and it was thought that this would be the best way of utilizing the Vernacular masters then under training in the Government training school at Rangoon. With these views, schools were opened at Pegu, Yandoon, Henzada, Myanoung, Shwe-doung, Poungday, Pantanaw, and elsewhere, and placed under masters trained in the Rangoon Training School. The result of the experiment was in many cases disappointing, and several reasons were assigned for the failure:—

(i.)—That the masters were generally young men, and often strangers to the locality, who could not command respect in comparison with the old teachers of indigenous schools, well known and respected, and giving gratuitously an education which had satisfied many generations of the people.

(ii.)—At the Government cess school monthly fees had to be paid, and for what? To give a Vernacular education only on a system unknown and untried. If attendance at the school had offered promise of lucrative employment, as in the case of English schools, some return would have been in prospect for the fees; but in this case parents could not foresee any return that was worth paying for.

From the point of view of the Burmese parent, it is easy to see the force of this argument, and it weighed fatally against the schools in some instances. To remedy these defects, two measures were adopted:—

(i.)—The young head masters from the training school were replaced by older men more likely to command respect; and

(ii.)—The teaching of the English language was added to the curriculum in certain places where the demand for it was urgent. Where the Vernacular school was fairly successful, no change was made.

These measures were generally successful in attracting pupils to the schools. The results of the teaching varied according to the efficiency of the teaching staff. At Poung-day, Myanoung, Shwe-doung, Pantanaw, &c., satisfactory results were obtained; and the failure in other places was attributed mainly to the difficulty of efficiently manning the establishments. The plan of periodically re-calling masters to Rangoon for normal training was adopted to meet this difficulty.

82. During the past year, some of the best of these schools have undoubtedly declined in efficiency, and are in urgent need of reform, which will, I trust, restore them to the useful position they formerly held. Properly conducted, the schools of this grade are a great boon to the populous towns and villages where they are for the most part established; and, though I hope to be able to render their administration more economical, I entirely dissent from the opinion expressed by Mr. Ferrars of their general inutility. A circular on the subject, which I have lately issued to District Officers, has elicited some interesting replies, pointing to the conclusion that the majority of the schools are usefully maintained and stand in need only of improved organization.

Government Cess School, Pantanaw.

83. This is a popular and useful school, and has been successfully worked during the past year. There is an average daily attendace of 42 pupils, of whom a few are girls. The school has been examined by the Inspector, and twice by the Deputy Inspectors, and the results of examination have been generally satisfactory. The teaching, which is mainly through the Vernacular, is uniformly thorough, and the standard of a lower class school is fairly attained. Moung Hpo Nway, the Head Master, and the teaching staff deserve credit for these results.

The Deputy Commissioner of the district has, however, represented very strongly the desirability of placing the school in charge of a head master well qualified to teach English, and urges with great justice that the schools of this grade being now supported by town and district funds, the people whose children attend should have a powerful voice in their management. The teaching of English will be guarded by provisions, which will ensure its being rationally taught; but with this precaution, I am strongly in favour of admitting the subject into the school course wherever there is a manifest demand for it.

84. This is a small Vernacular school founded on the basis of an aided indigenous lay school on the death of the head master. It has an attendance of 24 pupils. The new head master died early in the year, and the school has since been conducted by the 2nd master alone, and with the most satisfactory results. The classes have been twice tested by the Deputy Inspector,—once in the presence of the Inspector of Schools, whose report is very favourable and reflects great credit on Moung Myat Tha Oung, the Officiating Head Master. In Burmese, arithmetic, and geography, excellent results were shewn on examination, and the Inspector was "very favourably impressed with the intelligence and proficiency of the pupils." The people of Yuatoung, as represented by the elders, are exceedingly anxious that the school should be converted into a middle Anglo-Vernacular school, and the sanction of the Chief Commissioner to the proposal was formally given some time ago. The Officiating Director, however, did not think it expedient to act upon the sanction, and the consideration of the question now awaits my own visit to the district.

Government Cess School, Yuatoung.

85. This is a large mixed school, 24 girls and 56 boys being in attendance on the Inspector's visit. Two masters are in charge, and the teaching is exclusively in the Vernacular.

Government Cess School, Thatone.

The results of examination were not altogether satisfactory, and do not compare favourably with those obtained elsewhere. The Inspector seems to consider, however, that the directions he has given will effect an improvement. There is clearly a demand for the school, and the fees are regularly paid. The progress will therefore depend on the teaching staff.

86. This is a small Vernacular school which was founded as an experiment in place of an aided indigenous school. During the year the Officiating Director considered it advisable to discontinue the experiment, and temporarily placed the school again in charge of an untrained master to be conducted as an aided indigenous school. The plan has not succeeded however, and the school has been replaced on its original footing. Under these circumstances, the attendance has been very fluctuating. The Inspector of Schools, however, considers that the Government Head Master had done good work, having carried two classes, rather too rapidly, to a high standard in arithmetic. The current year will determine the fate of this school, which I hope to have an early opportunity of visiting.

Government Cess School, Padoung.

87. This is one of the Anglo-Vernacular schools of this grade which has never really given an adequate return for its cost. During the past year the attendance has fallen to a very low ebb, and the Officiating Director, in consequence, recommended the closing of the school. This measure the Chief Commissioner has, at my instance, consented to defer, in the hope that means may be found to render the school successful. Reference has been made to the Deputy Commissioner on the subject, and it will shortly be determined whether or not the establishment will be maintained. The strict enforcement of an entrance-test has been assigned as a reason for the reduced attendance, and admission to the lowest classes will in future in all primary schools be without examination. A change in the management will also possibly effect a reform in the school.

Government Cess School, Pegu.

88. This is another example of a small mixed Government school which has grown out of an aided indigenous school. Conducted in a public *zayat* or rest-house, and managed by one trained master and one mistress, the school is both popular and successful. The attendance of boys and girls is almost equal. On the Inspector's visit, 79 pupils were present, and acquitted themselves well. Tested by the Deputy Inspector under the standards for indigenous schools, the school also takes a good place among those of the same grade. Boys pay a fee of four annas; girls, two annas.

Government Cess School, Amherst

89. This Anglo-Vernacular school, situated in a large and populous village, was for some years among the best schools of this grade. Last year the report was less favourable; and during the year under review there does not seem to have been much improvement.

Government Cess School, Shwedoung.

The school was carefully inspected by Mr. Goss, and twice visited by the Deputy Inspector. The standard attained in English is creditable; but the classes were weak throughout in arithmetic, and the discipline is said to be lax. The attendance is also now so small that, unless it increases, the maintenance of the school will not be justified. The Deputy Commissioner attributes the state of the school entirely to the inefficiency of the teaching staff.

90. This school has had the advantage of an efficient staff of masters, and, though the attendance has been small, good work has been done, and a satisfactory standard attained. The Inspector gives special credit to the masters for the proficiency of the pupils in Burmese, many of them being children of Indian parents. The school was inspected several times, and was also visited and examined by the Chief Commissioner.

Government Cess School, Myanoung.

91. The attendance here has lamentably declined during the year, and the falling off is attributed by the Head Master to an order given by the Officiating Director for the discontinuance of the teaching of the English language. The order was, I think, probably misunderstood, and was intended only to rationalize, and not to prohibit, the teaching of English. The Poungday School has always hitherto been remarkably successful, and I have every expectation that the current year will see a revival of its prosperity. It has suffered, among other causes, during the past year, from changes of the teaching staff, being found at the time of the Inspector's visit in sole charge of the 3rd master. An examination of the classes shewed that the prescribed standard is fairly reached. The Deputy Commissioner considers that a stronger teaching staff is required.

Government Cess School, Poungday

92. This is an Anglo-Vernacular school, well accommodated, and situated where a school of the kind is undoubtedly useful. The inspection report for the past year is however not very satisfactory, the general standard reached being below what is required. I concur with the Deputy Commissioner, who considers that, with an efficient staff of teachers, there is no reason why the school should not fulfil its object. The present Head Master is conscientious, but wanting in the necessary energy.

Government Cess School, Yandoon.

93. The attendance is very small (16 boys and nine girls were present at the inspection), and the Inspector questions the desirability of maintaining the school on this ground. The results of his examination were, however, generally very satisfactory. In English, the reading was "very fluent, and pronunciation surprisingly correct." Excellent translations were also given of the passages read, and even of a strange passage. The results in Burmese were equally creditable. The standard in arithmetic was not very high; but on the whole it is clear that the Head Master has worked well and successfully. The girls, who are under a mistress, passed a less satisfactory examination.

Government Cess School Cheoungzone

94. The Inspector of Schools omitted to visit Myohoung, under an impression that the school was closed. The report of the Deputy Inspector who examined the school is on the whole favourable. Forty-eight pupils were in attendance, and the masters were said to be efficient and the pupils diligent. Four boys were found qualified by the 5th standard in arithmetic. The teaching is at present in the Vernacular only, the teaching of English having been discontinued. The Deputy Commissioner, however, supports the local Sub-Committee in urging the re-appointment of an English head master. "What is absolutely required," he writes, "is a really good teacher of English, supported by Vernacular teachers."

Government Cess School, Myohoung

95. This school has suffered greatly from changes in the teaching staff. The Head Master was suspended for misconduct in June, and his successor shortly resigned his appointment, which was not immediately filled up. The results of inspection were, naturally enough, unsatisfactory. The District Commitee consider that the monthly schooling fee for pupils learning English should be raised from eight annas to one rupee; and I am inclined to concur in this opinion in regard to all schools in which English is taught. The average daily attendance at the Ngathain-gyoung school was 24, and, unless considerable improvement is effected both in the attendance and the management during the current year, the maintenance of the school will hardly be justified, epecially as the village contains some exceptionally good indigenous schools.

Government Cess School, Ngathain-gyoung.

96. The Chief Commissioner has lately observed that no educational scheme for Burma would be complete which did not recognise the important schools founded among the scattered tribes of the Karens by the American Baptist Mission; and a few remarks on the subject will not be out of place here. The so-called Karen normal schools at district head-quarters are annually noticed among aided schools; but no place has been found in the annual reports for some years past for the numerous village schools, which maintain a somewhat uncertain and flickering existence in the interior of some important districts. The Chief Commissioner is aware that before the formation of the Education Department, a large number of primary schools for Karens received aid from Government; that in 1869 all these grants were withdrawn by order of the Government of India as being irregular; and that in 1871 they were again declared eligible for aid under the general regulations for aiding primary schools. It was hoped that this latter measure would result in bringing a number of these schools to the front; and that, although they might not be able to compete with Burmese schools in the matter of the Burmese language, in the subject of arithmetic, at all events, they would present successful candidates for examination. As a matter of fact, I believe I am right in saying that hitherto these schools (of which 109 were receiving aid in 1868) have seldom appeared at all in the returns of the Deputy Inspectors; certainly they have made no figure there, and it is desirable to notice the causes of this.

A.B.M. Karen Primary Schools.

97. During the past year an experiment has been made which throws some light on the subject. At the special request of Mrs. Thomas, a lady in charge of the Baptist

Mission in Henzada, a grant-in-aid of Rs 1,000 was transferred from the Karen normal school at Henzada to the support of 11 primary schools in the district. A list of the schools was furnished by Mrs. Thomas to the Deputy Inspector; and I have before me Mrs. Thomas' report upon the working of the experiment, which I will briefly summarize, premising that in Henzada, as in a number of other districts, there exists a considerable Christian Karen community scattered in small secluded villages, and that it is among this community exclusively that the work has been commenced. It should be added that in 1868, returns of 18 Karen primary schools were furnished by the Mission from this district.

98. Mrs. Thomas began by issuing a printed circular in the Karen language, urging the duty of parents to educate their children, announcing the receipt of aid from Government for the purpose, and prescribing the following regulations for the guidance of teachers:—

I.—These must be real schools, both teachers and pupils working in earnest.
II.—Lessons, five days in the week, 9 to 4, with an intermission at noon.
III.—Regularity in attendance must be insisted upon.
IV.—A register of attendance must be carefully and regularly kept.
V.—The school-room and the ground beneath and about the building must be kept clean.
VI.—So far as possible, induce the children to have clean persons and clothing.
VII.—Good care must be taken of books and slates.
VIII.—Punish rarely and wisely.
IX.—Be firm, but rule with kindness.
X.—Make the school so pleasant that the children will love to attend
XI.—No English to be taught, but instruction to be given in Karen and Burmese.
XII.—Endeavour to keep on with the school for eight months of the year.
XIII.—Aided schools must contain not less than 14 or 15 scholars.

99. The villagers appear to have responded well to this appeal. "We were fortunate," Mrs. Thomas says, "in securing a good class of teachers,—men who had hitherto held back from teaching, because they could not make a living by it. The schools were under the immediate supervision of the Christian pastors at the villages where they were located, who from time to time informed me of their state. I sent out competent examiners, who rendered to me a full report of each school."

Of 11 schools thus opened, Mrs. Thomas herself inspected seven, and was convinced that a great advance had been made and the grant economically spent. The report concludes as follows:—

"Our plan of instruction is to have the children learn first to read their own language, and then Burmese, and to practise writing in both languages. All have lessons in arithmetic; and all, of course, receive scriptural instruction daily. Nearly all the schools were supplied with small maps of the world—Asia, Europe, Burma, and Palestine—on which I found that many of the children could readily point out countries, oceans, &c. In several of the schools, singing by note was introduced, and proved a great attraction to the children.

"It would be unfair to compare Karen elementary schools with those which have been for several years successfully established among the Burmese. To judge of their value, we should consider the utter lack of educational facilities among Karens in general, and the ignorance and degradation of Karens in their heathenism. As yet, we have made only a beginning in our school-work; but we hope and expect to see progress from year to year."

100. In a supplement to this report, Mrs. Thomas expresses her consciousness that for the success of the schools, thorough supervision is indispensable, and states that she has made the best arrangements in her power to this end. "The Deputy Inspector," she adds, "has found it impossible to visit any of the schools;" and a conversation which I have had with Mrs. Thomas convinces me that there is much reason in the representation. Not only is the number of Burmese schools under the Deputy Inspector's charge so large that he can with difficulty complete the tours required, but the clusters of cottages in which the Karens hide themselves from the world are situated for the most part in places selected on account of their inaccessibility, so that to make the tour of these schools only would probably occupy so large a part of the Deputy Inspector's time that the more important part of his work would be left undone.

101. Mrs. Thomas finally urges, not without force, the desirability of appointing an educated Karen as a special Deputy Inspector for the supervision of the Karen primary schools scattered through the most important districts of the province. Although this is not the place to submit any formal proposal on the subject, the passage in which the suggestion is made is of sufficient interest to be quoted at length:—

"Allow me to suggest that, for the successful supervision of Karen schools by Government, the appointment of a Karen Deputy Inspector is exceedingly desirable. The Karen receiving this appointment should be one who is well educated in Burmese and Karen (English is not necessary), mature in years, of unblemished character, and a practical successful teacher. With his travelling expenses paid, and availing himself of the facilities furnished by steamers and railway, he could inspect the Karen schools over a great part of British Burma,—throughout the Bassein, Ma-oo-bin, Rangoon, Henzada, Tharrawaddy, and Moulmein districts.

"A Karen Inspector would be far more acceptable to his people than a Burman, and would also be much better able to judge of the real worth of a Karen school than would a Burman, for he would compare it with the previous state of education among the Karens; while a Burman Inspector would compare it with Burmese schools, where the children are examined in their mother tongue. How obviously unfair it is to judge of education among the Karens by the same standard as among the Burmese, when the former are but just beginning to have an idea of books and letters at all, while the latter, who are classed as a semi-civilized race, have for ages had schools (after a sort) of their own.

"The Burmans have always despised the Karens, so that a Burman Inspector would be pre-disposed to find fault with and condemn Karen schools. Besides, ignorant of the children's vernacular himself, it would be impossible for him to find out how much they have really learned. The children, on their part, would be so frightened that many of them would be likely to say nothing at all. I feel sure that on this point every member of the Karen Mission would be of my opinion."

The timidity of the Karens, noticed in the last paragraph, is well known to every one who has visited a Karen school.

Girls' Schools.

Government Girls' School, Rangoon.

102. This school continued to drag on its existence until the end of the year, when it was finally closed. It was established in 1873, under the orders of the Chief Commissioner, and the mode of its establishment was as follows :—The mistress of a large existing indigenous school at Kemendine was appointed to the service of Government in this department: one English and several Burmese assistant mistresses were appointed to serve on the staff of her school, which thus became a Government institution and was transferred from Kemendine to Rangoon. The general superintendence of the school was delegated to a Committee of ladies, English and Burmese; but the course of study was prescribed by this Department.

After a short trial of this arrangement, it was found that the Burmese head mistress and her English colleague could not act in concert, and the services of the English mistress were dispensed with. Every advantage was then given to the Burmese head mistress as regards accommodation and school requisites; books and all necessary apparatus were supplied, and the present handsome school building erected at a cost of about Rs. 20,000. The result of the teaching has, however, been uniformly disappointing, although the attendance was large so long as the original mistress, who was popular with the Burmese, remained in charge. In 1877 her services were dispensed with on account of her age; and since that time, while the attendance has decreased, the results of the teaching have not improved, and Mr. Goss's report, which is only a confirmation and repetition of a succession of similar unfavourable reports, afforded ample ground for supporting Mr. Ferrars' proposal that the school should be closed forthwith,—a proposal which has been accepted by the Chief Commissioner. If such superintendence and management as are found in the girls' school of the American Mission could be provided, success would probably attend a Government girls' school; but outside the Christian missions, female teachers are not yet to be found qualified to conduct a girls' school with the success which a Government institution ought to command; and it is no matter for surprise that, constituted as it has been, the Rangoon Government Girls' School has proved a complete failure.

Ladies' Association Girls' School, Prome.

103. The Rangoon Ladies' Association, founded with the most benevolent intentions a few years ago, has, it must be acknowledged, not hitherto succeeded in organizing any very successful schools. Two schools only are now maintained directly by the Association at Prome and Thayetmyo, the Poozoondoung School having been closed during the year, under report.

The Prome School was fully examined in July last by the Officiating Inspector, who reports that the institution does not compare favourably with indigenous schools in regard to proficiency in the Vernacular and in arithmetic. The present head mistress is an experienced teacher, but does not appear to be well supported by her assistants. Whatever the cause, the standard reached cannot be considered very satisfactory, and it is desirable here, as elsewhere, that in future the aid of Government should be more directly proportioned to the results attained.

Ladies' Association Girls' School, Thayetmyo.

104. This is a very small school, the average daily attendance being only 19. It seems, however, to be well managed, and, although the standard reached is a low one, the Inspector's report shews that the teaching has been careful, the pupils having an intelligent knowledge of what they have learnt. They are taught weaving, and make their own clothes.

Akyab Girls' School.

105. This is a school for pupils of European descent, and continues to be well managed by its very capable mistress, Mrs. Lackerstein. The Commissioner of Arakan reports that the mistress is "indefatigable in her attention to the school, and a good teacher, and considers that the school supplies a real want, and that the standard of teaching is very satisfactory." The examination of the Inspector shewed that the teaching is elementary, but thorough so far as it goes.

R. C. M., St. Mary's, Mayangone, Moulmein.

106. This is a very small and strictly primary school under the Roman Catholic Mission, chiefly for European and Eurasian children. The Superintendent reports that "the pupils are chiefly infants from six to 12 years." The school, though no doubt of use to the quarter of Moulmein in which it is situated, and under efficient management, receives a somewhat larger grant than is justified either by the results (as tested by the Inspector of Schools) or by the private contributions to its support.

Church of England Orphanage, Moulmein.

107. No report upon this institution has reached me, notwithstanding the issue of repeated reminders. In the absence of the information required from aided schools, it will be impossible to recommend a continuance of the grant-in-aid.

A. B M Girls' School, Prome.

108. This is at present a mixed school for boys and girls, but the Mission purposes to form a separate school for the boys. From 30 to 40 children attend, and Mr. Stevens, the Missionary in charge, reports that the school was never in better order than it is now, under the instruction of Miss Bromley, the Head Mistress, who is aided by "three Burman Christian young women." The Officiating Inspector was much pleased with the state in which he found the school in July last. The standard reached is not beyond that of a primary school; but the management is said to be excellent, and the teaching is evidently thorough. (The school had been closed for more than a year, when it was re-opened in December 1877.)

"Eurasian Home," Rangoon.

109. Mrs. Beale, Secretary to the "Eurasian Ladies' Association," and the Superintendent of this institution, represents that "the object of the Eurasian Home and school has been misapprehended,"—referring to the last annual report of this Department, in which it was said to "aim at becoming a feeder to the Diocesan School." The following is Mrs. Beale's explanation of the objects of the institution :—

"It is a home for destitute children The children of the poorer classes who live in town, beyond whose reach other Protestant schools are, are received as day pupils on the payment of a monthly fee of Rs 2. If any of the children of the members of this Society attend the day school, it is with the view of helping the 'Home' school.

"The course of this school is only rudimentary. When any of the boarders get beyond this, they are sent, at the expense of the Society, for a higher course elsewhere."

The Home maintains at present "seven destitute boys as boarders;" and, with the day scholars, the total attendance is 43 pupils. As a refuge for orphans, the Home is undoubtedly doing a work of charity. As a day school, also, it offers the advantages of a good elementary education to those who live in the neighbourhood and object to send their children to any but a "Protestant" school. The Inspector's report is generally satisfactory. The payment of a monthly fee of Rs. 2 by those day scholars whose parents are specially reported to be very poor, and who could obtain an equally good education elsewhere at a cheaper rate, shews how strong is the feeling in many families against allowing their children to be taught in any but a denominational school. The feeling, whether right or wrong, is not peculiar to Burma, or to the East, and will not be checked by placing such schools under exceptional disabilities. So far as Government is concerned, all that seems necessary is that all schools alike, under whatever management, shall be judged by the same standard and subject to the same conditions of aid.

Indigenous Schools.

General remarks.

110. Satisfactory evidence continues to be given to the successful working of the system of aiding and improving the indigenous schools. The modifications which the system requires are chiefly in the direction of economizing the funds available for its operation, by increasing the strictness of the conditions under which aid is given. These conditions were at first intentionally made both liberal and elastic, and the eagerness with which the aid of Government has been welcomed, and the views of the Education Department accepted, both by the teachers of indigenous schools and the people whose children attend them, has rendered it possible from year to year to introduce modifications tending at once to economy and to increased efficiency in the schools. The rapidity indeed with which these changes have followed one another renders it impossible to make a useful comparison in detail between the results of the several years, the examination tests having been periodically modified. The state of primary education varies greatly in the several districts, and the more remote parts of the province have small results to shew. To the general progress made however, and to the vitality of the system, the notices of the work of the year in each district will testify.

111. Instead of seeking to ingratiate itself with managers of schools, whether lay or monastic, the Department has now only to determine among the numerous applications for its aid (especially in the form of the services of trained assistant masters) which shall be entertained and which rejected. On this subject, the following remarks recorded by the Officiating Director are interesting :—

"From almost every part of the province Hpoongyees have applied for Government trained assistants during the past year, and from the neighbourhoods of schools to which assistants were granted, the Department has been importuned by applicants for the same kind of help. Suspicion of the objects of Government was great at first, advantages most disproportioned to the end in view were needed in order to turn the scale; now that it has turned advantages preponderate Teachers of inferior mark, set free by the progress of opinion in the order, come forward to realize the material benefits now ready to their hand."

"The Hpoongyees form four groups in their relation to education. Firstly, there are the few who possess a reputation for learning and sanctity in a wide circle In these the Burman is quite sunk in the Buddhist. Despite their passivity, in virtue of it, to some extent, they are the exemplars and mainstays of the order They seldom have many pupils. They allow a favourable disposition towards the objects of the Department to be imputed to them, but if pressed for co-operation, argue the absence of any motive logically consistent with their profession. The second class is more numerous, and may form a fifth of the whole. They are industrious teachers and students One of them said to me "Government is doing much for education." "Do you refer to the cess school?" I asked. "No to the books it has brought out" Then schools advance according as books become available In the third class the national

character is prominent It comprises more than half of the order Those Hpoongyees possess only the average interest in education, and only the average attainments common among natives who have leisure They are genial of disposition, and they are content to let Government furnish assistants who will do their work, swell the size of their schools, and earn 'results grants' for their use The fourth and last group consists of men ignorant and idle and in dread of detection as such, and among them almost exclusively do traces of opposition to the plans of Government continue to be found

"The lay teachers agree in character with the second and third groups of 'Rahans'

"On taking stock of the effect produced by the exertions of Government, the chief gain is found to be that of a criterion, the painstaking of teachers receives a distinction which the natural demand was inadequate to ensure Supplemented as now, it has bred competition for the attendance of the school going youth There is no indication of an increase of the latter, nor of the number of teachers, but rather of the reverse Better teaching, however, of those who attend school is in progress So long as the people had not the means of discriminating between the merits of teachers, nor the teacher an acknowledged standard by which to earn distinction, school-goers were distributed in small groups almost indifferently to every school Now the attendance is concentrated in the schools of the better teachers

"A few pupils are indispensable to the comfort of the ordinary 'Rahan', a large attendance brings him proportional advantages The monasteries of the apathetic 'Hpoongyees' are forsaken for those where more is taught The lay teachers were mostly elders of independent means, who taught a few children for the sake of 'Kutho'. They were naturally averse to new methods and to much exertion, and their place is being taken by teachers who live by teaching, thus the network of indigenous schools which covers the province is becoming simpler and more manageable, and at the same time more efficient"

112. Mr. Ferrars adds that the Department has also exercised a greater or less influence upon individual schools, there being about 100 indigenous schools which do their best to follow the direction we have indicated, in which arithmetic according to the Western method has quite superseded the indigenous method, and where pupils are classified and explanation and questions given upon a Western model. The want of books alone, he considers, stands in the way of still further progress. An excellent text-book for arithmetic is already in general use, and during the past year the Department has published two cheap text-books, prepared by Mr. Gray, of the Moulmein Government School, which it is hoped will help to place the two other chief subjects of study in indigenous schools (the Burmese and Pali languages) on a similar footing.

During the year now current, a general review of the system in force will be made with the object of assigning a permanent form to its provisions.

Indigenous schools aided by trained assistant masters

113. "The number of indigenous schools," writes the Inspector, "anxious to have trained assistant teachers has continued to increase during the year. The demand for teachers is in fact still greater than the supply. The normal class has fortunately been better able than formerly to meet the calls made upon it, and many schools have had their wishes complied with. The number of schools aided in this way has during the past year been 35, as against 22 in 1877-78; and although some schools have for various reasons been deprived of teachers, the number at the close of 1878-79 was 32. Of the 35 schools, 13 were monastic, with 683 pupils, and 22 lay, with an attendance of 1,497 boys and 439 girls."

The following summary shews the distribution and the relative importance of these schools, and illustrates incidentally the general superiority of lay over monastic schools:—

Primary Vernacular Indigenous Schools aided by Trained Assistant Teachers.

No.	Name of Head Teacher.	Name of Assistant Teacher.	Locality.	Attendance during Rains.			Amounts earned as Rewards.			Total Amount earned for Results.	Remarks.
				Monastic.	*Lay.*						
				Boys.	Boys.	Girls.	Burmese.	Pali.	Arithmetic.	1878-79.	
							Rs.	Rs.	Rs.	Rs.	
1	Moung Ekka	Moung San Doon	Rangoon	.	113	19	176	220	80	476	
2	„ Gyaw Zan	„ Po Oh	Yandoon	...	69	21	60	314	76	450	
3	„ Ohn Gaing	„ Shwe Yon	Rangoon	...	80	11	20	134	96	250	
4	„ Kadi	„ Tha Loo	Sandoway	...	130	..	82	28	72	182	
5	„ Pe	„ Tok-pyoo	Rangoon	...	55	21	82	8	73	163	
6	Ko Gyaw	„ Oung Toke	Prome	...	109	14	110	6	42	158	
7	Oo We-ma-la Tsaya	„ Tha Oung	Bassein	51	...		38	32	84	154	
8	Moung Moh	„ Kin	Tavoy	...	95	49	102	16	36	154	
9	Oo Koo	„ Gouk	Poungday	...	53	10	52	..	94	146	
10	Tsaya Youk	„ San Ye	Toungoo	.	90	32	70	22	44	136	
11	Oo Goona	„ Noo	Hmaubee ...	50		.	36	76	20	132	
12	Nyana Meezoo	Htoon San Baw	Akyab dst. Kyoukpinsait.	40		...	10	80	34	124	
13	Mah Shwe May	Mah Tay	Poungday ...	..	23	13	52	22	46	120	
14	Tsaya Aye	Hpo Kway	Toungoo	...	100	24	74	.	34	108	
15	Moung-gyaw Nya	Moung Shwe Keing	Tavoy	..	71	49	24	18	48	90	
16	„ Bya	Ditto	Do.	..	59	27	42	6	30	78	
17	„ Tsan	Moung Tsan	Henzada	...	60	20	26	36	14	76	
18	Oo Matee Ma	„ Too	Bassein	80	..	..	22	4	48	74	
19	Moung Myat Tha Doon	„ San Doon	Rangoon	...	33	27	48	12	12	72	
20	Oo Theing	„ Toon Oo	Shwe-doung	.	50	17	42		30	72	
21	„ Asaya	„ Tait	Kemendine	75	...	...	26	6	38	70	
22	„ Area Woontha	„ Pouk Hlwot	Yay-gyeen	77	.	...	38	.	30	68	
23	„ Bya	„ Poo	Shwe-gyeen	.	45	14	38	6	20	64	
24	„ Areeya	„ Poo Myit	Rangoon	55	.		24	10	28	62	
25	„ Phyoo Oo	„ Thet	Henzada	...	45	15	16	6	32	54	
26	Moung Moh	„ Shwe Keing	Tavoy	...	60	16	22		28	50	
27	Tsaya Toke	„ Loo Gyee	Shwe-gyeen	...	55	15	26	10	12	48	
28	Moung Tha Nyoon	„ Pee	Thongzai	..	84	19	38	6	4	48	
29	Oo Zagara	„ Tso	Opho	50	...	.	18	8	12	38	
30	„ Pyoo	„ Pee	Padoung	..	18	6	26	2	..	28	
31	„ Tee-zawonta	„ Po So	Zeegon	50	...	..		...	..	...	
32	„ Padooma	„ San Hleing	Gyobingouk	54	...	...	...	...	...	..	
33	„ Meezoo	„ So	Do.	..	...	...	...		..	..	
34	Goonameezoo	Pa Thet-nan	Akyab	52	...	...	..	.		.	
35	Tazarama	Sit Oung Rhee	Sintain Shi	49	...	...	...	.	.	.	
			Total ...	683	1,497	439	1,440	1,088	1,216	3,744	

Average of rewards to each successful school, 30 in all, Rs 124-12-9.
Eight monastic schools gained Rs. 722, average, Rs. 90-4-0 each
Twenty-two lay schools gained Rs. 3,022; average Rs. 137-5-9 each.

114. I am satisfied that no better or cheaper work is being done than in the schools thus aided, and, though the ability of Government to supply trained masters is necessarily limited, I hope that the Department will be able considerably to extend its operations in this direction. The plan of allowing indigenous schoolmasters to send promising pupils to be trained in the normal school at Rangoon, with a view to their return as assistant masters, is thoroughly appreciated, and is followed as far as possible.

The Inspector, in concluding his notice of these schools, adds the following general remarks :—

"It will be seen that, of the schools aided with assistant masters, those conducted by lay teachers far outnumber (as 22 to 13) those of the Hpoongyees, and are much more efficient. The number of Hpoongyees who desire assistants is, however, daily increasing, and will, I feel confident, continue to do so.

"Several causes probably combine to create this demand. One probably is that the older monks are gradually passing away and are being replaced by younger men of less conservative disposition, and whose personal reputation is probably not sufficiently great to enable them to maintain the old state of things in this age of progress. A second and a powerful reason, I think, is that the people are becoming (in large places at any rate) eager for education, and find that the lay schools are better able to supply their want than are the 'khyoungs.' The Hpoongyees are thus frequently deprived of the children of their best supporters, and with them, in a measure, of their means of living. They are consequently compelled as a matter of self-defence to endeavour to improve their teaching, and, as a first step, naturally apply for an assistant. It is to be hoped that it will be found possible to accede to their demands."

Indigenous schools aided by "results-grants" only.

115. Mr. Goss writes as follows :—

"Besides the 35 primary vernacular indigenous schools to which assistant teachers were attached, 2,988 others, at which 68,491 pupils were attending, were visited by the Deputy Inspectors of Schools. Of these, 2,673 were monastic with 59,454 pupils, and 315 were lay with an attendance of 9,037. In these latter are included a few schools established by the American Baptist, Roman Catholic, and other Missionaries, under native teachers, but remaining under their own more or less immediate supervision. The successful schools numbered 648, gaining Rs. 9,616 as rewards, being an average of Rs. 14-13-5 each."

116. I append the usual summary of the indigenous schools inspected and rewarded for "results."

Statistical Summary of Indigenous Primary Schools aided by rewards under the "Results" system for the year 1878-79

Districts	Schools under inspection visited during the year.				Schools aided by rewards during the year							Actual amount distributed in rewards for results
	Monastic		*Lay*		*Monastic.*			*Lay*				
	Number of schools	Number of pupils	Number of schools	Number of pupils	Number of schools	Number of pupils	Number of prize winners	Number of schools	Number of pupils		Number of prize winners	
		Boys		Boys	Girls		Boys			Boys	Girls	Boys	Girls	
Rangoon	761	19 036	72	1,393	612	124	5,024	329	37	1 030	373	270	92	3,188
Thonkwa	239	5,782	14	467	173	28	1,042	92	12	448	170	123	33	1 443
Bassein	241	4,709	44	666	206	51	1,576	139	22	443	160	74	27	1,062
Henzada .. .	104	1,519	22	594	194	20	782	[illegible]	16	459	158	47	30	638
Tharrawaddy .	59	914	24	628	185	12	564	32	11	355	123	36	12	298
Prome ..	218	6,049	38	966	231	71	2,641	127	34	917	230	150	46	1,651
Thayetmyo . .	76	2 276	14	161	105	24	928	53	12	154	103	32	12	369
Amherst .. .	246	5,396	26	984	532	68	2,033	165	21	930	509	145	44	1,595
Tavoy	119	2,777	21	575	301	[illegible]	374	10	10	479	271	75	40	506
Mergui	22	674	9	142	116	4	192	16	7	138	106	15	4	156
Toungoo	137	3,221	13	406	153	20	771	71	4	237	92	40	9	554
Shwe-gyeen	205	3,689	23	455	137	23	779	73	9	284	72	42	10	508
Akyab	152	2 276	3	83	12	5	116	30	2	53	12	22	3	304
Kyouk-hpyoo .. .	59	850	9	204	31	4	96	8	8	201	51	91	22	620
Sandoway	48	969	6	257	4	5	168	16	6	257	4	86	3	468
Total .	2,686	60 137	337	7.981	2,992	467	17 086	1 254	211	6,379	2,414	1,248	387	13,360

117. A glance at the totals here entered further illustrates the fact that the lay schools far outstrip the monastic schools in efficiency. Out of 2,686 monastic schools examined, only 467, or 17·39 per cent., were rewarded at all; while out of 337 lay schools similarly tested, 211, or 62.61 per cent., gained rewards. Again, the proportion of prize-winners to the number of pupils in the two classes of schools shews a still more striking contrast. In the monastic schools, 2·08 per cent. of the pupils only were rewarded; in the lay schools, 14·90 cent.

118. I proceed to notice briefly the progress reported in each Deputy Inspector's circle.

Rangoon district. The Inspector writes—

"Education work has continued to evince great vitality. The Deputy Inspector has been compelled, notwithstanding the raising of the standard, to be most strict in his examinations in order to make the allotted fund suffice."

119. Seven hundred and sixty-one monastic and 72 lay schools were inspected, with a total attendance of 21,041 pupils. Of the 833 schools, 161 only were successful in gaining rewards, a decrease being shewn of 54 monastic and eight lay schools. The decrease is without doubt mainly due to the raising of the standards and the strictness with which they have been applied. It is noticeable that, of the total sum (Rs. 3,188) expended in rewards, more than half was gained in the town of Rangoon, Rs. 1,306 going to five schools. The Deputy Inspector reports that most progress has been shewn in Pali, and more in arithmetic than in Burmese.

120. This circle, which includes a part of the Thonkwa district, constitutes by far the heaviest charge assigned to any Deputy Inspector, the area being very large and 761 schools being under inspection; whereas in no other circle does the number of schools inspected amount to 300. Moung Bwa, who has held the charge from the commencement, continues to work with energy and intelligence, and appears to have been more judicious in the administration of his funds than formerly. He is rightly strict in his examinations, and bound to economise the available funds; but prizes earned under the authorized standards must be awarded, at any sacrifice, and the ill effect of a former failure in this respect was noticed by the Inspector in one important township.

121. A total of 285 schools were inspected, of which 241 were monastic and four mission schools. There was a considerable decrease in the amount awarded as prizes and the number of schools for which prizes were given. Not only were the standards stricter however, but the work of inspection was more thoroughly performed. Under these circumstances, it is satisfactory to notice that in two of the three subjects of examination, *viz.*, arithmetic and Pali, there is an increase in the number of certificates awarded,—a proof of very decided progress in these subjects. The Deputy Inspector also writes that 30 boys and three girls gained two certificates, and that seven boys passed in three subjects. The present Deputy Inspector, Moung Shwe Hmone, who was transferred from the Akyab district, is regarded by the Inspector as one of the best Deputy Inspectors, and has made a good beginning in his new circle, which includes Bassein and a part of the Thonkwa district.

Bassein district.

122. The charge of this district is shared between the Deputy Inspectors of Rangoon and Bassein. The Inspector considers that increased activity in educational work is manifest, and the district undoubtedly contains some of the best indigenous schools in the province. A total of 253 schools was inspected, of which 239 were monastic. This is a considerable increase on the number inspected last year, which is partly explained by the inclusion of the township of Donabyoo, which has unaccountably escaped inspection hitherto. A very large increase is reported in the attendance at the lay schools in this district; and there is a satisfactory increase in the number of certificates and prizes awarded.

Thonkwa district.

123. The separation of the Henzada district, and formation during the past year of the new district of Tharrawaddy, has not affected the work of the Deputy Inspector whose circle comprises the two districts.

Henzada and Tharrawaddy districts.

124. In the Henzada district, the Inspector reports that it is only in the head-quarter township that any great activity is shewn in educational work. The town of Henzada contains some good lay schools. In Tharrawaddy, two village schools under the American Mission are noticed side by side with some good lay and monastic schools. In one township—Topwai—it is reported that there is no good school, and "not a rupee was earned" there. Notwithstanding the backwardness of some townships, the general result of the year's work is satisfactory, and the Inspector considers that progress is being made. There is an increase in the number of schools inspected and the number of those which earned rewards, and in the number of certificates awarded. The number of lay schools rewarded is double that reported last year.

125. This circle was unfortunate in being for a third of the year under a temporary Deputy Inspector, who proved very incompetent and was relieved at the end of July. With the beginning of the current year a change has again been made, the services of Moung Bwa, the permanent incumbent, being required elsewhere; and the circle is now in the hands of an officer who has well earned his promotion, and in whom I have every confidence.

126. These two districts are under one Deputy Inspector, Moung Hpo Moung, a well-educated and efficient officer. The progress of the year in the Prome district is entirely satisfactory. Two hundred and thirteen monastic and 38 lay schools were inspected. Of these, 71 monastic and 34 lay schools earned rewards. The contrast between the efficiency of the lay and monastic schools is nowhere more striking. While nearly all the lay schools are successful, less than one-third of the monastic schools are rewarded. Again, while the number of certificates awarded in monasteries was the same as that of last year, in the lay schools there is an increase of 57 certificates. Of a total of 323 certificates awarded, it is reported that 204 was granted to pupils who had previously gained none. Fifty-three pupils gained two certificates, and five gained three. "These results," the Inspector writes, "are, I think, very satisfactory, and indicate progress made in spite of the more difficult tests." He adds that he can bear testimony to the strictness of Moung Hpo Moung's examinations,—an example which he thinks might be advantageously followed by other Deputy Inspectors.

Prome and Thayetmyo districts.

127. In the Thayetmyo district, our system has never recovered the blow it received at the outset by the injudicious conduct of the first Deputy Inspector, who so greatly offended some of the most influential monks that they have persistently refused to accommodate themselves to the plans of the Department. It is satisfactory, however, to learn that the present Deputy Inspector appears to be well received. Mr. Goss writes,—"A large number (76) of monastic schools were inspected (an increase of 11 over last year) and 14 lay schools."

The attendance at all schools fell off very much, owing, the Deputy Inspector reports, to the prevalence of sickness and of unusual heat and drought. Decided progress is nevertheless shewn in the subject of arithmetic, there being an increase in the number of certificates awarded, notwithstanding the increased strictness of the standard.

128. This district, which has hitherto constituted the sole charge of a Deputy Inspector, has now been amalgamated with the two neighbouring districts of Tavoy and Mergui, the three being entrusted to the same officer. The charge is not at present more than one Deputy Inspector can compass; but in this the first year of the arrangement, some townships of the Amherst district have remained unvisited, and there is consequently a decrease in the number of schools inspected, while the raising of the standards has led to a decrease in the awards. The Inspector considers, nevertheless, that fair progress is being made, both in the town of Moulmein and in the district. Of 272 schools inspected, arithmetic is taught in one half; and in the great part of these, on the European system. Sixty-two pupils gained certificates in two subjects, and 22 in all three. Moung Bah Hpo, the Deputy Inspector, is a good officer, and it is hoped will be able to bring every township within his extended circle under inspection during the current year.

Amherst district.

129. "The returns," writes the Inspector, "indicate increased activity in the district." One hundred and nineteen monastic and 21 lay schools were visited, and, whereas no monastic school was rewarded last year, eight of the number were rewarded on this occasion. Successful lay schools increased from seven to ten; and of 115 certificates awarded in these schools, 40 were gained by girls. Three schools only of the whole number (all lay schools) are regarded as at present of any importance; but it is satisfactory that some progress is evident.

Tavoy district

130. Here, also, the Inspector reports "results are small, but signs of progress are apparent." Only 30 schools were visited, but the attendance is said to have largely increased. There is an increase of three in the number of successful lay schools and an increase in the number of certificates awarded in them. On the whole, however, the district is still conspicuously backward in the matter of primary education. Only one monastic and three lay schools are said to teach arithmetic at all, "and that very indifferently." At the Annual District Examinations no award whatever was made.

Mergui district.

131. These two districts form one circle of inspection, under Moung Gouk, whose report appears to have been very carefully prepared. A considerable decrease is shewn in this circle in the number of successful schools. In Shwe-gyeen, although more monastic schools were visited than last year, only half the number were rewarded by the Deputy Inspector. The number of successful lay schools also decreased somewhat; but the same number of certificates were gained as last year, and decided progress was shewn in the study of Burmese.

Shwe-gyeen and Toungoo districts.

In Toungoo, out of 137 monastic schools visited, 20 only were successful, against 30 last year; and four lay schools (out of 18), against six last year. The Inspector writes,—"This district, like that of Shwe-gyeen, appears generally unable to meet the more difficult "tests. Schools aided by assistant masters have, however, made progress, notwithstand-"ing." A further cause which has undoubtedly contributed to the reduction in the attendance and in the number of successful schools has been the general prevalence of sickness during the past year.

132. This district, which is now amalgamated with those of Kyouk-hpyoo and Sandoway under one Deputy Inspector, has been singularly unfortunate in the matter of inspection during the past year. The

Akyab district.

excellent work reported last year as having been done by the Deputy Inspector, Moung Shwe Hmone, has been very imperfectly carried on since his transfer to another district. His immediate successor died after two months' incumbency, and his place was taken by an officer who proved quite unequal to the duty. It is not surprising, therefore, that little progress is reported. One hundred and fifty-two monastic and three lay schools were visited, and slight progress is said to have been shown in Burmese; but only five monastic and two lay schools succeeded in earning any rewards. Doubtless the raising of the standards contributed to this result, which is however mainly due to the absence of an adequate agency of supervision. Since the close of the year, this circle has been entrusted to an officer who has distinguished himself in the lower grades of the Department, and by whom I trust that it will be efficiently administered.

Kyouk-hpyoo district.

133. The Inspector has not much confidence in the results of the examination conducted by the Deputy Inspector mentioned above. From his own observation, however, he considers that there has been "no backward movement," and the increased strictness of the tests has naturally tended to diminish the number of successful candidates. Fifty-nine monastic schools were visited, against 27 last year; and nine lay schools, against five last year. The towns of Kyouk-hpyoo and Ramree seem to be the centres of educational activity. No award was made at the Annual District Examination.

Sandoway district.

134. The work of the Deputy Inspector has been unsatisfactory here also, and his inspection affords no criterion of the actual work done. The town of Sandoway appears to contain the majority of the schools of any importance. The attendance has largely increased, but it is impossible to estimate with any confidence the actual progress of the year in this district.

SECTION VI.

Schools for Special or Technical Training.

135. The only work to be recorded in this section is that of the special schools or classes for the training of schoolmasters, and for drawing, which are attached to the Government High School at Rangoon, and of an experimental school at the town of Pegu for the teaching of land-surveying.

In the so-called Karen normal schools of the American Mission the training of teachers forms a part of the work; and in several of these schools some industrial training is given; but no separate report having been required of these special operations, they are only noticed incidentally.

Government Normal School, Rangoon

136. This special school consists of two classes,—one for the training of masters for Anglo-Vernacular schools; the other, for masters of Vernacular schools. The classes are in the sole charge of Mr. D. Aldridge, who acts at the same time as head master of the preparatory school, which forms the practising school in which the pupils are trained.

It is impossible to over-rate the importance of this school, and, although the master in charge reports that "the year under review has been one of unprecedented difficulties," there is evidence that excellent work has been done. During the year 18 masters trained in the school received appointments; and the average number under training was 26, against 24 last year. The following is a summary of the attendance during the year :—

Statistics of Students under Normal Training at the Government High School, Rangoon, during the year 1878-79.

Name of class.	Numbers under training in each month:												Monthly average.	Remarks
	April	May.	June	July	August	September.	October.	November	December	January	February	March.		
Anglo-Vernacular Class														
Stipendiary normal students	5	5	4	4	4	3	3	2	3	3	3	2	3 4[illegible]	
Government cess school teachers recalled for normal training	5	2	3	3	2	1	1	1	..			.	1·5	
Total	10	7	7	7	6	4	4	3	3	3	3	2	4 92	
Vernacular Class														
Stipendiary normal students	21	22	24	24	25	27	27	24	23	14	12	12	21 25	
Government cess school teachers recalled for normal training	1	1	1		1	1	1	1	1				66	
Total	22	23	25	24	26	28	28	25	24	14	12	12	21·91	
Grand Total	32	30	32	31	32	32	32	28	27	17	15	14	26 83	

Students receive Rs. 6 for boarding and Rs. 2 per mensem as stipend. The average cost of training each student was Rs. 149.

The Anglo-Vernacular class continues to be very small, and the Principal considers that it will not greatly increase so long as the demand for the services of youths at all conversant with the English language continues, as at present, to exceed the supply. Some good Anglo-Vernacular teachers have nevertheless been trained.

The Vernacular class, which is the source from which the trained assistant masters are supplied to indigenous schools, is becoming well known in the province, and its popularity and usefulness are attested by the numerous applications received for admission, and by the conspicuous success of the schools to which the trained masters are attached.

137. I think it necessary here to correct an impression which may have been conveyed by the notice of this school in the last report. Referring, probably, to the absence of the head master on leave, the Officiating Director observed that the classes had been under the guidance for the most part of masters unacquainted with the language of the country, and otherwise ill-qualified for the duty. Mr. Aldridge however, who has with a few months' interval managed the school from its commencement, is himself exceptionally qualified for the charge. An excellent teacher and manager, he has passed both the higher and lower departmental standards in Burmese, and, as Deputy Inspector of Schools, has thoroughly acquainted himself with the working and requirements of indigenous schools and of the departmental system under which they are aided. I concur with the Principal in thinking that the school could not be in better hands, and that no better practising school could be found than that afforded by the preparatory school.

138. In reviewing the last annual report, the Chief Commissioner urged the necessity of some further provision for the training of native teachers; and I should be glad to see similar training classes attached to the Government schools of Akyab and Moulmein for the benefit of the Arakan and Tenasserim divisions. Although the number of masters which the Department can afford to employ must be limited, there would be an abundant return for expenditure on the training of masters of private schools who might be induced to attend such classes.

Government Drawing School, Rangoon.

139. This school is conducted by two English masters on the staff of the high school, who receive a special allowance for the duty, and is attended solely by pupils of the high school, the classes being formed by selection from the classes for general education. The masters in charge, Messrs. Sleigh and Brown, both hold certificates from the Science and Art Department at South Kensington, and the classes were at first organised on the plan followed in English schools,—the course including freehand, model drawing, and elementary perspective. A subsequent arrangement, under which more exclusive attention was paid to drawing from models, has been found to detract greatly from the popularity of the study, and the Principal reports that the work of the school has been less satisfactory in consequence. A modification of the course which has now been authorised will doubtless remedy the evil. Meantime, the results achieved by Messrs. Sleigh and Brown are very satisfactory. Mr. Sleigh writes:—

"I had been a teacher of drawing for three years in England, annually receiving a liberal grant in-aid from the Department of Science and Art, South Kensington, much of my pupils' work being characterized as "excellent." I therefore consider that I have a right to express an opinion upon the matter, and I can say with certainty that some of the work done by my Burmese pupils was better than that done by my boys in England, and that if I had had the former to work with in England, the grants in-aid would have been much larger than they were."

Mr. Brown's remarks upon the present scope of the work are also worth quotation:—

"It must be remembered that a course of lessons fitted for an art school would be out of place here for many reasons. Pupils attending art schools are supposed to make art their chief study, and so much time is devoted to it daily, and years are taken to complete their studies. But the boys who attend this class are boys who come to school chiefly to learn English, and so be able to earn their livelihoods. Many of them have a taste for drawing, and at present all that we can hope to do is to cultivate that taste, to train their hands and eyes, and teach them the rules of perspective, and so give them a more thorough and practical idea of drawing than Burmese generally have. Very few indeed remain at school long enough to attempt more than this. Many boys have passed through this class who would have done well in art had they made it their study, but who have left to go to work. Burmese boys take great interest in drawing if it is made at all attractive to them."

Government Survey School, Pegu

140. This special school, confessedly opened as an experiment, remained in operation for a few months of the year only, and was finally closed in July 1878. Its failure was due to no want of efficiency in the teacher, but mainly to its situation, where it was inaccessible to students qualified to benefit by it. Since the close of the year, the same teacher has opened a special survey class at the Rangoon High School, which will form the subject of future report.

SECTION VII.

Scholarships.

141. Under present arrangements, Government scholarships of two grades are annually offered for general competition, *viz.*, the English entrance scholarships and primary Vernacular scholarships.

The standard of the entrance scholarship is intended to regulate that of the middle schools, Government and private, whose best pupils compete for them; that of the primary Vernacular scholarship, to regulate the standard of indigenous primary schools.

In addition to these scholarships, special prizes, amounting to Rs. 50, are awarded to the best pupils of the year in each district, the standard being similar to, but of greater strictness than, the primary scholarship standard. The annual examinations for these scholarships and prizes were held in November last at the head-quarters of districts, the question-papers being prepared by the Departmental Board of Examiners in Rangoon, and the examination conducted by the District Committees of Public Instruction.

Entrance scholarships

142. Five entrance scholarships were awarded,—two to candidates from the Government High School, Rangoon, and three to candidates from the Akyab Government School. Last year 16 were awarded, and the reduction would seem to indicate a decrease of efficiency in the schools. Of the successful candidates, however, 32 boys were specially commended by the Board of Examiners, six of these being from the Rangoon High School, six from the Bassein Government School, five from the Kyouk-hpyoo Government School, three from the Moulmain Government School, and three from the S. P. G. Mission School at Toungoo,—a circumstance which shews that a much more uniform level of proficiency has been attained than in former years.

The following are the names of the successful candidates :—

O. M. White, Government High School, Rangoon.
Moung May, do. School, Akyab.
Kyawzaway, do. do., do.
Hla Hpaw Oo, do. do., do.
Tha Zan, Government High School, Rangoon.

Tenure of entrance scholarships.

143. Hitherto these scholarships have been tenable exclusively at the Rangoon High School, and scholars have been received only as boarders. The object of these regulations was to attract to the central institution the best educated youths from all parts of the province, and to ensure their constant supervision. It is found however, in practice, that scholars elected in Arakan and other remote parts of the country prefer to forego the advantages of the scholarships rather than migrate to Rangoon. It is also found that there are numerous cases in which an equally deterrent effect is produced by the rule requiring scholarship-holders to join the boarding establishment. These rules will probably be so far relaxed as to enable all winners of scholarships to continue their education at any school of a sufficiently high grade.

Primary vernacular scholarships and district prizes.

144. Two scholarships were offered for competition in each district, and the result of the competition for these and for the district prizes illustrates very fairly the relative state of primary education in the several districts. The following statement of the awards made was published by the Examining Board :—

PRIMARY VERNACULAR SCHOLARSHIP EXAMINATION

SUCCESSFUL CANDIDATES

RANGOON DISTRICT.

Moung Thah, Moung On Gain's Lay School, Rangoon. | Hpo Gyee, Moung Et Ka's Lay School, Rangoon

THONKWA DISTRICT

No award.

BASSEIN DISTRICT

Hpo Myaing, Oo Wimala's Monastery, Bassein. | Tha Oo, Oo Wimala's Monastery, Bassein.

HENZADA DISTRICT

San Kaing, Oo Hpyoo Oo's Monastery, Henzada | Hpo Hlaing, Oo Zagara's Monastery, Henzada

THARRAWADDY DISTRICT

No award

PROME DISTRICT

Hla Boo, Moung Hpo Min's Lay School, Prome | Moung Htoon, Moung Koo's Lay School, Poungday

THAYETMYO DISTRICT.

No award

SHWE GYEFN DISTRICT

No award.

TOUNGOO DISTRICT

Hpo Loo, Moung Youk's Lay School, Toungoo. | Moung Hpay, Moung Ay's Lay School, Toungoo

MOULMEIN DISTRICT.

Moung Htoon Win, Aided Lay School, Amherst. | Htoon Myat, Moung Hpo Min's School, Moulmein.

TAVOY DISTRICT.

Hpo Thaw, Moung Moh's Lay School, Tavoy. | Ma Thoo, Moung Tay's Lay School (Anouk), Tavoy

MERGUI DISTRICT .. .. ..
AKYAB DISTRICT .. .. ..
KYOUK HPYOO DISTRICT .. .. .. } No award
SANDOWAY DISTRICT .. .. ..

The 14 scholarships are tenable at any Government school in the province the candidates may elect

DISTRICT PRIZES EXAMINATION

RANGOON DISTRICT

Arithmetic ..
Rs. 25.—Hpo Nyet (full marks), Moung On Gain's Lay School, Rangoon
,, 15 —Ma Me Gyee, Moung Toke Hpyoo's ditto
,, 10 —Hpo Tha, Moung Et Ka's ditto

Burmese ..
Rs 25.—No award
,, 15.—Moung Htoon Gyee, Oo Zawana's Monastery, Rangoon
,, 10 —No award

Pali ..
Rs 20 —Moung Hpo Nyoon } full marks { Moung On Gain's Lay School, Rangoon
,, 20.— ,, Htoon Hla }
,, 10.—No award.

The three subjects combined, Rs. 50.—No award

THONKWA DISTRICT.

Arithmetic ..
Rs 25 —No award
,, 15 —Kyaw Doon .. } Moung Nyaing's Lay School, Pantanau
,, 10 —Hpo San ..

Remaining subjects —No award.

BASSEIN DISTRICT

No award

HENZADA DISTRICT

Arithmetic ..
Rs. 16 10 8 —Moung Hpo Moung Oo Zegara's Monastery, Otpho .
,, 16 10 8 — ,, Hpo Thin, Moung Zan's Lay School, Henzada.. } Full marks
,, 16-10-8 — ,, An Gyee, ditto, ditto .

Burmese ..
Rs 25 — } No award
,, 15.— }
,, 10.—Moung Shwe Oung, Oo Sandima's Monastery, Monio.

Pali —No award

The three subjects combined, Rs 50 —Moung An Gyee, Moung Zan's Lay School, Henzada

THABRAWADDY DISTRICT.

Arithmetic ..
Rs 25 —No award
,, 15 —Hpo Thaing, Oo Mait's Monastery, Zeegon.
,, 10 —Hpo Oo, ditto, ditto.

Remaining subjects.—No award

PROME DISTRICT.

Arithmetic ..
Rs 25 —Ma Hkin Le, Ma Te's Lay School, Poungday.
,, 15 —No award
,, 10 —Ma The Noo, Moung Kôo's Lay School, Poungday.

Burmese ..
Rs 25 — } No award
,, 15 — }
,, 10 —Ma Hnyet The, Ma Te's Lay School, Poungday.

Pali .. .. } No award
The three subjects combined .. }

THAYETMYO DISTRICT .. } No award.
SHWE-GYEEN DISTRICT .. }
TOUNGOO DISTRICT .. }

MOULMEIN DISTRICT.

Arithmetic .. } No award
Burmese .. }

Pali ..
Rs 25 —No award
,, 15.—Moung Shwe An, Minkala bon kyaw Khyoung.
,, 10 —No award

The three subjects combined —No award.

TAVOY DISTRICT

Arithmetic ..
Rs 25 —No award
,, 15 —Mah Thin, Moung Tay's Lay School, Tavoy
,, 10 —No award

Burmese .. .. .. } No award
Pali .. .. .. }
The three subjects combined .. }

AKYAB DISTRICT .. } No candidates
KYOUK HPYOO DISTRICT .. }

SANDOWAY DISTRICT.

Arithmetic.—No award

Burmese ..
Rs 25.—No award.
,, 15 —Moung Sain Gyee, Namasa's Lay School, Sandoway
,, 10.—No award

Pali .. .. .. } No award
The three subjects combined .. }

145. It will be seen that the best results were gained in the districts of Henzada and Rangoon; that in every other district there is room for considerable improvement; and that the seaboard districts of Arakan and Tenasserim fall far behind the rest of the province. Under the special charge of the Junior Inspector of Schools, it is to be hoped that these latter districts will improve. Meantime an excellent stimulus is given by these competitive examinations to the work of indigenous schools throughout the province.

Land measuring certificates.

146. The plan of granting certificates for proficiency in land-measuring on the results of an annual departmental examination has been successful in giving a great impulse to the study throughout the province, and also in making generally known how much higher a standard of qualification is required in a Thoogyee than that which has been hitherto accepted.

At the examination for certificates held in November last, 126 candidates came forward, representing 11 districts. Of the whole number, however, five only passed the test and obtained certificates. Of these five, four were from one school—the Governcess school at Henzada—and one was a Government assistant master attached to an indigenous lay school in Rangoon.

Some modification was made on this occasion in the standard for these certificates, and the conditions will be found at length in the Appendix. It will be seen that the examination consists of two parts,—a written examination by printed papers held at headquarters of districts, and a subsequent examination in practical field-work, candidates who pass the written test being required to proceed to Rangoon for examination, and successful candidates having their travelling expenses paid by Government.

The good effect produced by giving a practical value to the certificates of this Department in the selection of Government officers cannot be exaggerated, and this leads me to the subject of the next section.

SECTION VIII.

Employment of Students in the Public Service.

147. Up to the present time, one of the most urgent wants, not only of this Department but of the whole public service, continues to be the enforcement of some definite educational tests in the admission to all offices held under the Government. It is a want the supply of which would probably tend more than any other measure to the efficiency of schools of every grade, and at the same time to the efficiency of every department of the Administration. It is a want, moreover, the supply of which would be a simple matter, and which would involve no expenditure whatever. The one aim and object of every Burman in sending his son to an English school is to qualify him for admission to the public service, in however humble a capacity; but so long as clerkships in public offices and the minor appointments in every department are filled up without any reference to the work of the Education Department, there is no stimulus to exertion and nothing to prevent the frequent withdrawal from school of half-educated or uneducated youths who can earn anything for the family purse; in short, as Mr. Nesfield wrote five years ago—

"In this matter the Education Department must rely upon the coöperation of heads of departments and public offices, without which all its plans must fall to the ground."

Early in the year under report the Officiating Director, Mr. Ferrars, strongly impressed with the same views, submitted to the Chief Commissioner a formal proposal on this subject. The proposal has not yet received sanction, but I earnestly trust that the current year will see the adoption of some practical measure in the direction indicated.

148. At present the only Government appointments in the selection for which the certificates of this Department are publicly recognized is that of Thoogyee or Revenue-collector, as reported in the preceding section; and although doubtless numbers of pupils of Government and aided schools find their way into the public service, it is impossible, in the absence of any regulations on the subject, either to control their admission, or to ascertain from year to year the extent to which the schools furnish recruits for public employment.

It would perhaps have been premature at an earlier stage to attempt to lay down such regulations; but the time has fully come when a definite value should be given to the attainment by the pupils of our schools of the prescribed standards, by making the certificate of such attainments as far as possible the passport to Government employment; and, in revising the standards at present in force in Government schools, this subject will receive special attention.

SECTION IX.

Books.

Government Book Depôt.

149. The book depôt has continued to fulfil a very useful function in supplying Government schools and in widely disseminating the Vernacular publications of the Department. The operations of the year have been slightly more extended than last year; but the Inspector of Schools, whoh as

visited many of the agencies, considers that, with greater energy on the part of agents, the depot would be of still greater service to the cause of education.

The total amount received from the sale of books was Rs. 11,904, against Rs. 11,267 in 1877-78, the sales at the central depot at Rangoon having considerably increased, while a slight decrease is shewn in the total receipts at the local agencies.

150. The establishment at the central depot has undergone important changes during the year. At the beginning of the year, when the *Education Gazette* was discontinued, the establishment of the book depot was placed on a new footing; the Curator was allowed the services of a larger staff of assistants, and was himself deputed, in addition to his duties as Curator, to undertake the revision and translation of school-books for the Department. Mr. B. LaChapelle, the officer selected as having special qualifications for the combined duties, carried on the work until his death in January last, when the charge of the depot devolved upon his assistant, Mr. P. H. Ripley. Under these circumstances the establishment has been again reduced, and Mr. Ripley, who had done good service as assistant, has been appointed Curator. The preparation of school-books will now be otherwise provided for under the general direction of a Standing Departmental Committee. The Vernacular Literature Committee, which has not been convened during the year, will shortly be revived and re-organized for this purpose.

151. The rules under which the book depôt and its agencies are managed appear to have worked well. With one exception, the local agencies have been found to be honestly and carefully managed, and the responsible charge of the central depot has been satisfactorily administered. Mr. Sunoon, Head Master of the Government School at Bassein, is in the Inspector's opinion the only agent whose work is conducted with energy; but the Curator shews that large sales have also been effected by the agents at Rangoon, Henzada, and Tavoy.

The concession made last year in the sale of books at actual cost price has involved a loss to the depôt of Rs. 2,747 during the year, and has been discontinued.

152. The following is a concise summary of the operations of the year :—

Depôts.	Purchased during the year, including balance on the 1st April 1878.	Sold during the year.	Distributed gratuitously.	Supplied for Government school use.	Balance on the 31st March 1879.
	Rs.	Rs.	Rs.	Rs.	Rs.
Central Depôt, Rangoon	63,855	4,244	182	666	33,754
District agencies		7,660	426	594	16,329
Total ..	63,855	11,904	608	1,260	50,083

153. The Curator writes that the stock of books and school apparatus purchased during the year, both locally and through the Secretary of State, cost the Department Rs. 13,859-7-4, representing at the depôt prices a money valuation of Rs. 16,710-8-6. He adds that the stock indented for through the India Office early in 1877 only came to hand in June 1878, when two months' further delay was caused by the non-arrival of the invoices. The greater portion of this stock has now been disposed of; and it is a satisfaction to add that the regulation under which stock for the depot could be obtained only through the Store Department of the India Office has now been abrogated. In future supplies will be obtained direct from publishers, and will be received probably within three months of the despatch of the indent.

154. The subjoined statement shews the extent of the stock disposed of, and the proportion maintained under the various heads of supply :—

Description of books.	Sales.		Gratuitous distributions.		Supplied for use in Government schools.		Total.	
	Number of copies.	Value.	Number of copies.	Value.	Number of copies.	Value.	Number of copies.	Value.
		Rs.		Rs.		Rs.		Rs.
English	11,979	2,876	159	121	286	478	12,424	3,475
Burmese	12,123	5,721	152	106	75	59	12,350	5,886
Anglo-Burmese	354	685	12	11	11	44	377	740
Pali	1,318	864	402	201	63	40	1,783	605
Stationery, maps, apparatus ..	..	2,258	..	169	..	689	..	3,066
Total ..	25,774	11,904	725	608	435	1,260	26,934	13,772

155. The following is an abstract of the sales of the year at the depôt and each separate agency :—

Abstract of Sales, 1878-79.

No.	Agencies.		Sales.			Amount deducted as commission.			Nett payments into treasury.		
			Rs.	A.	P.	Rs.	A.	P.	Rs.	A.	P.
1	Central depôt	Rangoon	4,244	5	10	743	2	2	3,501	3	8
2	Head Master, Government school..	Bassein	950	13	3	190	2	1	760	11	2
3	Deputy Inspector of Schools ..	Rangoon	922	2	6	184	6	8	737	11	10
4	Head Master, Government school..	Henzada	595	4	3	119	0	1	476	4	2
5	Ditto, ditto ..	Tavoy	488	6	6	96	10	6	386	12	0
6	Deputy Inspector of Schools ..	Prome and Thayetmyo ..	355	4	6	71	0	7	284	3	11
7	Head Master, Government school..	Moulmein	353	15	6	70	12	3	283	3	3
8	Ditto, ditto ..	Yuatoung	320	1	6	43	9	7	276	7	11
9	Deputy Inspector of Schools ..	Bassein	289	9	6	57	14	0	231	11	6
10	Ditto ditto ..	Shwe-gyeen and Toungoo	273	11	0	54	11	5	218	15	7
11	Head Master, Government school..	Sandoway	242	9	1	48	8	0	194	1	1
12	Ditto, ditto ..	Yandoon	241	7	0	48	4	1	193	2	11
13	Ditto, ditto ..	Toungoo	218	2	0	40	5	10	172	12	2
14	Ditto, ditto ..	Myanoung	211	5	3	42	3	9	169	1	6
15	Ditto, ditto ..	Mergui	210	7	3	42	1	3	168	6	0
16	Ditto, ditto ..	Prome	209	1	11	41	12	9	167	5	2
17	Ditto, ditto ..	Yay-gyeen	200	14	2	40	4	6	160	9	8
18	Ditto, ditto ..	Pantanaw	194	12	3	35	7	9	159	4	6
19	Deputy Inspector of Schools ..	Tavoy and Mergui ..	193	4	4	38	10	3	154	10	1
20	Head Master, Government school..	Poungday	185	5	0	33	2	7	152	2	5
21	Ditto, ditto ..	Pegu	166	1	0	32	6	5	133	10	7
22	Ditto, ditto ..	Shwe-gyeen	126	1	8	25	3	4	100	14	4
23	Ditto, ditto ..	Kyouk-hpyoo ..	105	12	9	21	2	0	84	10	9
24	Deputy Inspector of Schools ..	Do, ...	101	14	0	20	5	11	81	8	1
25	Head Master, Government school..	Akyab	91	9	6	17	1	0	74	8	6
26	Deputy Inspector of Schools ..	Amherst	86	11	4	17	5	3	69	6	1
27	Head Master, Government school..	Shwe-doung ..	79	2	6	15	13	1	63	5	5
28	Ditto, ditto ..	Cheoungzone ..	75	2	9	14	15	4	60	3	5
29	Ditto, ditto ..	Thatone	62	5	9	12	7	2	49	14	7
30	Ditto, ditto ..	Padoung	44	7	6	8	14	1	35	9	5
31	Ditto, ditto ..	Myohoung	26	4	0	4	15	10	21	4	2
32	Ditto, ditto ..	Ramree	25	0	0	4	15	10	20	0	2
33	Ditto, ditto ..	Ngatham-gyoung ..	22	9	0	..			22	9	0
		Total ..	11,904	0	4	2,237	11	4	9,666	5	0

156. The books published for the Department are thus shewn by the Curator :—

Themboungyee.—An abridged edition of 5,000 copies of this book, revised by the late Mr. B. LaChapelle, was issued from the Jail Press, at a cost of Rs 278 8-0

Mone yue Myittasa —This work was published in parts, as supplements to the late *Education Gazette* Two hundred and thirty copies were completed at the Jail Press, at a total cost of Rs 251.

The following books, edited by Mr. James Gray of Moulmein, were taken over by the Department :—

Maha-mangala Sutta or *Minglathouk* 500 copies, cost Rs 375
Ayhata-Jaya-Mangalan, or *Atwin Oungin* 500 copies, cost Rs 250.
First Lessons in Pali 5,000 copies, cost Rs 2,500
Burmese Grammatical Primer 10,000 copies, cost Rs 1,562 8-0,

The *Six Pali Texts and Glossary* during the year were in the Press, but have since been issued. This work (for which there is a great demand) has been thoroughly revised by the late Mr LaChapelle.

The *Taymi Zat* has also been revised, and is now ready for the press.

It will be seen that the late Curator had completed the revision of the *Six Pali Texts and Glossary*, of the *Taymi Zat*, and of the *Themboungyee*, or Burmese spelling-book. Mr. James Gray deserves credit for his efforts to provide text-books, both Pali and Burmese, for Vernacular schools. In future, all Pali publications will be under the supervision of Dr. Forchhammer, the Professor of Pali at the Rangoon High School.

157. The balance of stock at the depôt and agencies at the close of the year is shewn in the following statement :—

No.	Agencies.		Value of stock in hand on the 1st April 1878.	Balance value of stock in hand on the 31st March 1879.
			Rs. A. P.	Rs A. P
	Central depôt	Rangoon	31,301 5 0	33,754 1 7
1	Deputy Inspector of Schools	Rangoon district ..	149 14 0	254 14 0
2	Ditto ditto	Bassein	85 1 0	275 10 0
3	Ditto ditto	Amherst	234 1 0	892 8 2
4	Ditto ditto	Tavoy and Mergui ..	272 11 0	..
5	Ditto ditto	Shwe gyeen and Toungoo	255 6 0	190 1 6
6	Ditto ditto	Prome and Thayetmyo ..	166 14 0	248 11 4
7	Ditto ditto	Kyouk-hpyoo and Sandoway	510 3 0	882 1 6
8	Ditto ditto	Akyab	433 2 0	..
9	Head Master, Government school ..	Ditto	1,389 4 0	1,463 15 0
10	Ditto, ditto	Moulmein	2,038 2 0	2,178 14 9
11	Ditto, ditto	Bassein	1,252 12 0	1,529 0 3
12	Ditto, ditto	Prome	251 1 10	221 14 2
13	Ditto, ditto	Tavoy	451 4 0	557 15 5
14	Ditto, ditto	Mergui	598 1 0	471 3 3
15	Ditto, ditto	Shwe gyeen	838 0 6	827 1 6
16	Ditto, ditto	Kyouk-hpyoo ..	927 2 6	871 6 0
17	Ditto, ditto	Toungoo	520 12 0	389 0 6
18	Ditto, ditto	Pegu	228 10 6	214 9 9
19	Ditto, ditto	Yandoon	410 6 0	405 9 0
20	Ditto, ditto	Pantanau	309 11 8	270 1 3
21	Ditto, ditto	Ngathain-gyoung ..	498 5 2	642 5 9
22	Ditto, ditto	Henzada	515 2 6	427 0 6
23	Ditto, ditto	Myanoung	396 5 0	256 8 3
24	Ditto, ditto	Shwe-doung	336 0 4	283 8 0
25	Ditto, ditto	Poungday	347 9 6	355 12 8
26	Ditto, ditto	Yuatoung	362 10 0	304 12 0
27	Ditto, ditto	Cheoungzone ..	217 14 0	246 6 6
28	Ditto, ditto	Thatone	200 3 0	127 0 6
29	Ditto, ditto	Yay-gyeen	301 0 8	275 2 0
30	Ditto, ditto	Myohoung	348 8 6	344 4 6
31	Ditto, ditto	Ramree	520 1 4	493 8 4
32	Ditto, ditto	Sandoway	393 3 8	359 8 7
33	Ditto, ditto	Padoung	..	78 12 6
		Total ..	47,055 12 8	50,083 4 0

Dr. *Stock account of the Government Book Department for the year 1878-79.* *Cr.*

		Rs. A. P.	Rs. A. P.			Rs. A. P.	Rs. A. P.
1878 1st April.	To stock in hand at the central depôt and agencies ..	49,803 1 7		1878.	By value of stock sold, amount being paid into treasury.	11,904 0 4	
	By reduction in value of stock at depôt and agencies..	2,747 4 11			,, value of stock distributed gratuitously	608 3 2	
			47,055 12 8		,, value of stock supplied for school use in Government schools.	1,260 8 8	
	To selling-value of stock purchased locally ..	7,109 12 0					13,772 12 2
	,, stock received from the India Office	8,437 15 6		1879 31st March			
	,, ,, from the Department of Public Instruction	550 0 0			By value of stock on hand this day at the depôt and its agencies.	..	50,083 4 0
	,, jail publications received	612 8 0					
			16,710 3 6				
	To value of stock taken for school use, but subsequently sold.*	..	90 0 0				
	Total ..	..	63,856 0 2		..	..	63,856 0 2

The usual stock account, as balanced on the 31st March 1879, is here appended:—

* Prismatic compass at the Tuatoung Agency.

SECTION X.

Services of Officers.

Retirement of Mr A. H. Unwin.

159. I cannot close this report without an expression of regret that the Department has been deprived of the services of Mr. A. H. Unwin, of the Bombay Civil Service, to whom it is indebted for the active prosecution at the earliest stage of the present system of aiding indigenous schools, and for much of the popular favour with which that system has been received, as well as for material services in many other directions.

160. The services rendered by individual officers during the past year have been noticed in the body of the report; but I am glad to confirm here the general opinion expressed in the last report, that the Department is fortunate in possessing a zealous and conscientious staff.

Of the work of my immediate subordinates, that of Mr. Goss, the Junior Inspector of Schools, alone comes under my cognizance for the past year. As Officiating Senior Inspector, Mr. Goss has had charge of the whole province. He has thrown himself very heartily into the work, and his report shews that his inspections have been thorough and methodical, and have produced a good effect on the schools.

Office establishment.

161. The services of my Head Clerk, Mr. H. A. Nelson, continue to be of the greatest value; he is now thoroughly conversant with the working of the Department, controls the work of the office with care and ability, and is quick and active in the discharge of his duties. Of the two Junior Clerks, Moung Shwe Aik works conscientiously; and Mr. Tresham, who is a good and diligent copyist, gives every satisfaction.

P. HORDERN,

Director of Public Instruction,
British Burma.

Rangoon:
The 15th July 1879.

APPENDICES.

Extract from the Departmental Notice regarding the Annual Provincial Examinations.]

V—LAND-MEASURING.

AN examination for the issue of certificates of qualification in land-measuring will be held at the district head-quarter stations noted in the margin. The examination is open to all-comers. There will be a theoretical and a practical test, the first of which will be conducted by printed papers and will comprise—

Akyab	Bassein	Shwe gyeen
Kyouk hpyoo	Henzada.	Toungoo
Sandoway	Prome	Tavoy
Rangoon	Thayetmyo	Mergui
Ma-oo bin	Moulmein	

1.—The details of surveying land with a chain and cross-staff.

2.—Plotting from a field-book containing observations of a chain survey, and finishing off a map neatly to a given scale.

3.—The calculation of areas of irregular figures from maps and of areas of regular figures from given data.

4.—Success in the first test will not qualify for a certificate. Candidates who have passed the paper examination will be duly informed, and will then be expected to proceed to Rangoon for examination in field-work. They will then be required to make a complete survey of a given tract with a chain and cross-staff, to plot the tract, to make a neat map to a given scale, and to calculate the acreage and the revenue payable at a given rate

The names of the successful candidates will be notified in the *British Burma Gazette*, and certificates will be issued through the President of the District Committee of Public Instruction. They will also have their travelling expenses to Rangoon and back paid by Government at the usual rates

Under the orders of the local Government, the holder of a certificate will have, *cæteris paribus*, priority in the nomination to the post of Thoogyee.

Applications should be made, in the prescribed form, to the President of the District Committee of Public Instruction, from whom printed copies may be obtained.

MAX. HENRY FERRARS,
Offg. Director of Public Instruction,
British Burma.

RANGOON
The 22nd August 1878

The University.

Form 1.—*Results of the Examinations of the University of Calcutta for the official year beginning 1st April 1878 and ending 31st March 1879.*

Nature of Examination.	Number of institutions sending up candidates.			Number of candidates sent up.				Number of candidates passed.				Religious or national classification of passed candidates.					Remarks.
	Government institutions.	Private institutions.	Total.	From Government institutions.	From private institutions.	Private students.	Total.	From Government institutions.	From private institutions.	Private students.	Total.	Christians.	Hindoos.	Mahomedans.	Buddhists.	Others.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Entrance Matriculation	1	...	1	2	...	...	2	2	...	...	2	...	...	...	2	...	
Arts.																	
First Arts	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
Bachelor of Arts	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	
Master of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Law.																	
Licentiate of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Bachelor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Doctor of Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medicine.																	
First L.M.S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
L.M.S.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
First B.M.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
B.M.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
M.D.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	1	...	1	2	...	...	2	2	...	...	2	...	...	...	2	...	

B.—Education.

Form 2.—*Statistics of Colleges and Schools and the Scholars attending them for the official year ending 31st March 1879.*

Class of Institution.	Government Institutions.										Aided Institutions.									
	Number of institutions.	Number of scholars on the rolls on 31st March 1879.	Average daily attendance.	Number of scholars on the 31st March 1879 learning through		Religious classification of scholars as on the 31st March 1879.					Number of institutions.	Number of scholars on the 31st March 1879.	Average daily attendance.	Number of scholars on the 31st March 1879 learning through		Religious classification of scholars as on the 31st March 1879.				
				English.	Vernacular only.	Christians.	Hindoos.	Mahomedans.	Buddhists.	Others.				English.	Vernacular only.	Christians.	Hindoos.	Mahomedans.	Buddhists.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Colleges—																				
Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Higher Class Schools—																				
Boys' schools	1	15	10	13	...	7	...	1	7	...	...	...	...	...	...	...	...	...	...	...
Girls' schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Mixed schools	...	...	...	...	...	...	...	...	...	...	3	337	328	200	151	327	...	...	5	5
Middle Class Schools—																				
Boys' schools	11	1,012	874	758	717	77	39	98	781	17	9	1,755	1,412	1,682	538	662	116	131	782	64
Girls' schools	...	...	...	...	...	...	...	...	...	...	9	841	716	421	423	656	...	...	164	21
Mixed schools*	...	...	...	...	...	...	...	...	...	...	5	512	399	125	474	510	...	...	2	...
Lower Class Schools—																				
Boys' schools	16	717	629	398	425	18	22	33	634	10	...	...	...	...	...	...	...	...	...	...
Girls' schools	...	...	...	...	...	...	...	...	...	...	4	172	101	66	120	74	4	3	91	...
Mixed schools*	...	...	...	...	...	...	...	...	...	...	16	389	368	70	310	307	...	...	82	...
Normal Schools—																				
For masters	1	14	24	...	14	...	...	...	14	...	...	...	...	...	...	...	...	...	...	...
For mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	29	1,758	1,537	1,169	1,156	102	61	132	1,436	27	46	4,006	3,324	2,564	2,016	2,536	120	134	1,126	90

N.B.—The figures in columns 5, 6, 15, and 16 have been taken from the returns submitted by the Principals of the several schools. They are altogether incorrect, and represent pupils as learning through the Vernacular who receive a minimum of their instruction through that medium.

* No entry is made under this head, although girls are entertained in some of the schools entered as boys' schools, the attendance of girls being generally small and fluctuating, and not being specially noticed in the annual returns. In future reports the statistics of such schools will be shewn separately.

Form No 2—*concluded.*

Class of institution.	Unaided institutions under inspection.*										Grand total of institutions.	Grand total of scholars on the 31st March 1879.	Grand total.					Remarks.
	Number of institutions.	Number of scholars on the 31st March 1879.	Average daily attendance.	Number of scholars on the 31st March 1879 learning through		Religious classification of pupils as on the 31st March 1879.							Religious classification of pupils as on the 31st March 1879.					
				English.	Vernacular.	Christians.	Hindoos.	Mahomedans.	Buddhists.	Others.			Christians.	Hindoos.	Mahomedans.	Buddhists.	Others.	
1	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39
Colleges—																		
Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	* These schools are rewarded under the "results" system.
Professional	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Higher Class Schools—																		
Boys' schools	...	...	...	...	...	...	...	...	...	...	1	15	7	...	1	7	...	
Girls' schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Mixed schools	...	...	...	...	...	...	...	...	...	...	3	337	327	...	...	5	5	
Middle Class Schools—																		
Boys' schools	...	...	...	...	...	...	...	...	...	...	20	2,767	739	155	229	1,563	81	
Girls' schools	...	...	...	...	...	...	...	...	...	...	9	841	656	...	..	164	21	
Mixed schools	...	...	...	...	...	...	...	...	...	...	5	512	510	...	..	2	...	
Lower Class Schools—																		
Boys' schools	2,686	60,137	60,137	...	60,137	...	...	...	60,137	...	2,702	60,854	18	22	33	60,771	10	
Girls' schools	...	...	...	...	...	...	...	...	...	...	4	172	74	4	3	91	...	
Mixed schools	337	10,973	10,973	...	10,973	...	...	...	10,973	...	353	11,362	307	...	...	11,055	...	
Normal Schools—																		
For masters	...	...	...	...	...	...	...	...	...	...	1	14	...	...	...	14	...	
For mistresses	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	3,023	71,110	71,110	...	71,110	...	...	...	71,110	...	3,098	76,874	2,638	181	266	73,672	117	

B.—Education.

FORM 3.—*Receipts and Expenditure of Educational Establishments in British Burma for the year 1878-79.*

Nature of establishment	Grants from provincial revenues.	Grants from Local Cess Fund.	Endowments.	Subscriptions.	Sale of books.	Fees and fines	Funds not included in the foregoing headings	Total received.	Expended.
1	2	3	4	5	6	7	8	9	10
	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs	Rs
Direction	17,164							17,164	17 164
Inspection	11,457	17,402						28 859	28,859
Higher Class Schools—									
Government	68 542					463	10	69 015	68 542
Aided	7,500			12,718		4,374	1,655	26,247	25,735
Middle Class Schools—									
Government	45,067					14 387	28	60 382	45 967
Aided	30,412		203	30,745	2,486	34,907	10,432	1,09,135	1,11,569
Lower Class Schools—									
Government	1,616	20,325				5,824	70	27,835	21,941
Aided — Indigenous schools		6 946						6,946	6,946
Aided — Non indigenous schools	4 064			3,848	211	1,931	1,895	11 949	11 811
Normal Schools—									
Government — Male	3,578							3,578	3,578
Government — Female									
Aided — Male									
Aided — Female									
Scholarships—									
Entrance scholarships	1,447							1 447	1 447
Primary Vernacular scholarships		1,779						1,779	1,779
Prizes and Rewards—									
Prizes in Government schools	653							653	653
Results grants to indigenous schools		15,282						15,282	15,282
Special district money prizes		637						637	637
Grants for encouragement of Literature—									
Vernacular newspaper (*Education Gazette*)	684			528				1 212	684
Government Depôt—									
Purchase and publication of books, maps, &c	13,423				12,242			25,665	13 423
Establishment	5 433							5,433	5,433
Contingencies	734							734	734
Commission on sale of books, &c	2,242							2,242	2,242
Miscellaneous—									
Survey class (Pegu)		1,136						1,136	1 136
Construction and repairs of Government school houses		11,327						11 327	11,327
Building grants to aided schools	6 700	18						6,718	6,718
Board of Examiners	2 600							2,600	2 600
Examination in land-measuring		25						25	25
Boarding departments, Akyab and Moulmein		1,388						1 388	1 388
Miscellaneous	312						2,109	2,421	312
Collection and management of education cess		4 403						4,403	4 403
Total	2,26 528	80,668	203	47,839	14,869	61,886	16,199	4 46,212	4,13 845

B.—Education.

FORM 4.—*Distribution of Government Colleges and Schools, and of all Schools and Colleges aided and inspected by Government, in the several Districts of British Burma during the year 1878-79.*

Division and district.	Vernacular spoken.	Area in square miles.	Estimated population.	Number of schools.	Number of scholars on the rolls on the 31st March 1879.	Average number of square miles to each pupil.	Percentage of scholars to general population.	Remarks.
1	2	3	4	5	6	7	8	9
ARAKAN — Akyab	Arakanese	5,337	297,860	158	2,633	2·03	0·88	
ARAKAN — Northern Arakan	Hill dialects	1,213	18,329	...	..	...	...	
ARAKAN — Kyouk-hpyoo	Burmese	4,309	145,846	69	1,131	3·80	0·78	
ARAKAN — Sandoway	Ditto	3,667	56,706	55	1,278	2·87	2·25	
PEGU — Bangoon	Ditto	4,249	393,248	848	23,138	0·18	5·88	
PEGU — Thonkwa	Ditto	5,413	215,445	255	6,488	0·83	3·01	
PEGU — Bassein	Ditto	7,047	311,434	291	6,046	1·16	1·94	
PEGU — Henzada	Ditto	4,162	527,857	140	2,703	0·90	0·86	
PEGU — Tharrawaddy	Ditto			86	1,818			
PEGU — Prome	Ditto	2,887	285,861	262	7,504	0·38	2·63	
PEGU — Thayetmyo	Ditto	2,397	154,221	93	2,629	0·91	1·70	
TENASSERIM — Amherst	Burmese and Taline	15,203	289,850	293	7,965	1·91	2·75	
TENASSERIM — Tavoy	Ditto	7,200	80,502	142	3,815	1·89	4·74	
TENASSERIM — Mergui	Ditto	7,760	52,789	31	994	7·84	1·88	
TENASSERIM — Shwe-gyeen	Burmese and Karen	5,567	141,351	227	4,341	1·28	3·07	
TENASSERIM — Toungoo	Ditto	6,354	91,624	156	4,391	1·44	4·79	
TENASSERIM — Salween	Ditto	4,646	25,979	..	...	...	...	
Total		88,556	3,088,902	3,098	76,874	1·13	2·49	

Statistics of Government Schools of the Higher Class for the year ending 31st March 1879.

Name of Institution.	Locality.	When established	Number of pupils on the rolls at the end of the year.							Average daily attendance.	Average number of pupils on the rolls monthly.	Number of scholars on the 31st March 1879 learning through		Monthly rate of schooling fee	Receipts							Charges			Excess of receipts over charges	Excess of charges over receipts	Annual cost of educating each pupil.		Remarks.
			Burmese.	Karens.	Chinese.	Natives of India.	Europeans and Eurasians.	Others.	Total.			English.	Vernacular.		From Government.	Proceeds of endowment.	Local rate of assessment.	Subscriptions, donations, &c.	Fees and fines, &c.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Boys' Schools—																														
Government High School, Higher Department	Rangoon ..	1876	8	..	3	1	2	1	15	10	13	13	..	Rs. 6 & 8	Rs. 9,630-12-0				Rs 402-0-0		Rs 10-0-0	Rs. 10,002-12-0	Rs. 9,350-12-0	Rs 180-0-0	Rs. 9,530-12-0	Rs. 472 0-0		Rs. 953-1-3	Rs. 905-14-0	
Girls' Schools —																														
Nil.																														
Mixed Schools—																														
Nil.																														

Statistics of Aided Schools of the Higher Class for the year ending 31st March 1879.

Name of Institution	Locality	When established	Number of pupils on the rolls at the end of the year							Average daily attendance	Average number of pupils on the rolls monthly	Number of scholars on the 31st March 1879 learning through		Monthly rate of schooling fee	Receipts.				
			Burmese	Karens	Chinese	Natives of India	Europeans and Furnelans	Others	Total			English	Vernacular		From Government	Proceeds of endowments	Local rate of assessment	Subscriptions and donations	Fees and fines
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Boys Schools—															Rs A P	Rs A P	Rs A P	Rs A P	Rs. A. P
Nil.																			
Girls' Schools—																			
Nil																			
Mixed Schools—																			
Town School	Moulmein	1864					63	5	68	60	73	68		Rs 6, 4, and 3	4,000 0 0			600 0 0	4,156 0
A B M Paku Karen School	Toungoo	1858	5	134					139	132	113	14	139		1 000 0 0			909 13 8	
A B M Sgau Karen School	Bassein	1860		131			9		130	136	154	118	12	Re 1	2 500 0 0			11,207 10 9	217 7 3
Total			5	255			72	5	337	328	340	200	151		7,500 0 0			12,717 8 5	4,373 7 3

APPENDICES.

Statistics of Aided Schools of the Higher Class, &c.—concluded.

Name of Institution.	Locality.	When established.	Receipts—concluded.			Charges.			Excess of receipts over charges	Excess of charges over receipts	Annual cost of educating each pupil.		Remarks.
			Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost	Cost to Government.	
1	2	3	21	22	23	24	25	26	27	28	29		31
			Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.	Rs. A. P.	Rs A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Boys' Schools—													
Nil													
Girls' Schools—													
Nil.													
Mixed Schools—													
Town School .	Moulmein	1864	.		8,756 0 0	9,093 10 9		9,093 10 9		337 10 0	151 8 11	66 10 6	
A. B. M. Paku Karen School ..	Toungoo	1858		589 12 6	2,499 10 2	2,499 10 2		2,499 10 2			18 14 11	7 9 2	
A. B. M. Sgau Karen School	Bassein ..	1860	.	1,065 10 0	14,990 12 0	14,142 0 10	..	14,142 0 10	848 11 2		103 15 9	18 6 1	
Total	.			1,655 6 6	26,246 6 2	25,735 5 9		25,735 5 9	511 0 5		78 8 4	23 13 10	

Statistics of Government Schools of the Middle Class for the year ending 31st March 1879.

NAME OF INSTITUTION	Locality	When established	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR							Average daily attendance	Average number of pupils on the rolls monthly	NUMBER OF SCHOLARS ON THE 31st MARCH 1878 LEARNING THROUGH		Monthly rate of schooling fee	RECEIPTS.				
			Burmese	Karens	Chinese	Natives of India	Europeans and Eurasians	Others	Total			English	Vernacular		From Government	Proceeds of endowment	Local rate of assessment	Subscriptions, donations, &c	Fees and fines.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Boys' Schools—															Rs A. P.				Rs. A P
Government High School Middle Department	Rangoon	1874	48	2	17	7	4	4	82	69	96	82		Rs. 5 & 2	10 866 0 1				2,561 0 0
Government District School	Akyab*	1846	201		5	11	4		221	191	223	96	125	Rs. 1 & 2	15 647 7 10				3,971 8 0
Ditto	Moulmein*	1835	101		16	6	6	7	136	100	131	65	71	Rs. 1 & 2	15 492 6 4				2,251 0 0
Ditto	Bassein	1874	88	7	11	34	6		146	118	137	146	146	Rs 1 & 2	7 363 11 3				1,[illegible] 0
Ditto	Prome	1866	83		1			3	87	86	96	87	87	Re 1 & 8 as	6 587 10 9				1,057 0 0
Ditto	Kyouk-hpyoo	1837	29			14	3		46	37	48	46	46	Re 1	4,544 0 1				577 12 0
Ditto	Sandoway	1876	24			23	1		48	40	44		48	Re 1	5,252 5 1				501 8 0
Ditto	Shwe gyeen	1871	42	2	3	3	10		60	50	63	60	60	Re 1 & 8 as.	5 922 14 5				300 8 0
Ditto	Toungoo	1875	37		1	9			50	35	75	50	50	Re 1 & 8 as	4,383 14 3				404 15 0
Ditto	Tavoy	1875	42		10	12	10		74	64	75	74	74	Re 1 & 8 as.	5 666 0 7				640 4 0
Ditto	Mergui	1871	49					1	62	55	64	52	10	Re 1 12 & 8 as.	5,366 6 9				536 12 0
Girls' Schools—																			
Nil																			
Mixed Schools—																			
Nil																			
Total			744	11	64	119	44	30	1012	871	1052	775	717		87 092 13 5				14 386 15 0

* Including all the departments

Statistics of Government Schools of the Middle Class for the year ending 31st March 1879—concluded.

Name of institution	Locality.	When established.	Receipts—(concluded).			Charges.			Excess of receipts over charges	Excess of charges over receipts.	Annual cost of educating each pupil		Remarks
			Sale of books	Other sources	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
1	2	3	21	22	23	24	25	26	27	28	29	30	31
				Rs.	Rs A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.		Rs. A. P	Rs. A P.	
Boys' Schools—													
Government High School, Middle Department	Rangoon .	1874		20	13,447 0 1	10,866 0 1		10,866 0 1	2,581 0 0	.	157 7 8	120 1 2	
Government District School	Akyab .	1846		.	19,618 15 10	14,574 7 10	1,073 0 0	15,647 7 10	3,971 8 0		80 10 6	60 3 0	
Ditto ...	Moulmein	1835		..	17,743 6 4	14,458 2 4	1,034 4 0	15,492 6 4	2,251 0 0		146 2 6	124 14 6	
Ditto .	Bassein .	1874			8,948 7 3	7,363 11 3	.	7,363 11 3	1,584 12 0		62 6 6	48 15 7	
Ditto	Prome .	1866			7,644 10 9	6,587 10 9	. .	6,587 10 9	1,057 0 0		76 9 7	64 5 0	
Ditto	Kyouk-hpyoo	1837			5,121 12 1	4,484 0 1	60 0 0	4,544 0 1	577 12 0	..	122 13 0	1 3 2	
Ditto	Sandoway	1876		.	5,753 13 1	5,072 5 1	180 0 0	5,252 5 1	501 8 0		131 4 11	118 12 4	
Ditto	Shwe-gyeen .	1871		..	6,223 6 5	5,625 2 5	297 12 0	5,922 14 5	300 8 0		118 7 4	112 7 2	
Ditto	Toungoo	1875			4,788 13 3	4,303 14 3	80 0 0	4,383 14 3	404 15 0	.	79 11 2	72 5 6	
Ditto	Tavoy	1875		8	6,314 4 7	5,611 9 10	54 6 9	5,666 0 7	648 4 0		88 8 6	78 6 5	
Ditto	Mergui	1871			5,905 2 9	5,090 4 9	276 2 0	5,366 6 9	536 12 0		97 9 2	87 13 0	
Girls' Schools—													
Nil													
Mixed Schools—													
Nil.													
Total .				28	1 01 507 12 5	84,037 4 8	3,055 8 9	87,092 13 5	14,414 15 0		99 10 5	83 2 6	

Statistics of Aided Schools of the Middle Class for the year ending 31st March 1879.

Name of Institution	Locality	When established	Number of pupils on the rolls at the end of the year							Average number of pupils on the rolls monthly	Number of scholars on the 31st March 1879 learning through		Monthly rate of school fee	Receipts.				
			Burmese	Karens	Chinese	Natives of India	Europeans and Eurasians	Others	Total	Average daily attendance	English	Vernacular		From Government	Proceeds of endowments	Local rate of assessment	Subscriptions and donations	Fees and fines.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
															Rs	Rs.	Rs	Rs. A. P.	Rs. A. P.
Boys' Schools—																			
S. P. G. St John's College	Rangoon	1864	254	9	102	77	96		538	425	538	505		Rs. 2, 1-8, & 1	3,000			600 0 0	5,196 7 3
R. C. M. St Paul's Institution	Do	1860	146			14	172	51	383	340	364	383		Rs 2	2 000			200 0 0	6,400 0 0
R. C. M. St. Peter's Institute	Bassein	1861	20	30	5	4	14	4	77	80	102	77	77	Re 1	1 000			300 0 0	548 0 0
Diocesan Boys' School	Rangoon	1864					64		64	49	55	64		Rs 2, 3 & 5	4 400				2,344 0 0
S. P. G. Institute	Toungoo	1874	66	17	12	21	6	12	134	108	136	134		Rs. 2, 1-8, 1-4, & 1	960		..	594 0 0	910 0 0
R. C. M. St Patrick's School	Moulmein	1843	143		40	45	111		339	233	287	339	339	Rs 1 to 3	6 700a				4,160 11 9
S. P. G. School	Henzada	1867	57	2	6	15	2		82	64	79	82	82	Rs. 1 to 2	960				931 12 0
S. P. G. do	Thayetmyo	1868	22		4	6	1		33	35	51	29	4	Rs. 1 & 1 2	600				411 8 0
R. C. M. do. ...	Toungoo	1866	30	45	5	14	7	4	105	73	80	69	36	Re 1	1 000			417 0 0	223 0 0
Total			738	103	174	196	473	71	1 755	1,412	1 692	1,682	538		20 620			2,111 0 0	21,885 4 3
Girls' Schools—																			
R. C. M. St. John's Convent	Rangoon	1862	75			5	195		275	262	132	191	70	Rs 2 & 5	2,000			1,550 0 0	6,887 0 6
A. B. M. Morton Lane Institute	Moulmein	1867	67	1	4	1			76	71	74	5	76		1,700			3,861 12 0	109 0 0
A. B. M. Burmese School, Kemendine	Rangoon	1873	103	5	2	10	3	3	126	95	101		126		1,800			5,612 0 5	
Diocesan Girls' School	Do	1864					54		54	42	47	54	12	Rs 2, 3, & 5	1 000				1,588 9 6
S. P. G. St. Mary's School	Do	1866	52		30		28	10	120	78	106	36	84	Rs 2, 1, As 4 & 2	2 000b			3,068 0 0	187 0 0
R. C. M. St Joseph's Convent	Moulmein	1847				3	94		97	86	102	97		Rs 3 to 5	1 500			125 0 0	3,559 0 6
Church of England Orphanage	Do	1837					17		17	17	17	17			370c				
R. C. M. St Peter's Girls' School	Bassein	1876	2	15	..		16		33	29	31	16	17	Re 1	360			260 0 0	152 6 0
R. C. M. St. Joseph's Convent	Toungoo	1877	11	25		4	3		43	36	40	5	38	Rs 1 2 & 7	d			1,200 0 0	800 0 6
Total			310	46	36	26	410	13	841	716	650	421	429		10 730			15,676 12 5	13,071 8 0
Mixed Schools—																			
A. B. M. Pwo Karen School	Bassein	1868		59					59	40	46		40		1 000			2 455 1 0	
Do Bghai dtto	Toungoo	1872		140					140	85	63		140		1,000e			2,032 12 6	
Do Pegu High School	Rangoon	1853	1	93					94	100	135	86	75		2,000	203		5,329 1 11	
Do Karen School	Moulmein	1843		131					131	105	121	60	131		960			2,866 7 10	
Do dtto	Tavoy	1867		88					88	96	103		88		840			271 6 3	
Total			1	511					512	399	468	125	474		5,800	203		12,956 13 6	
Grand Total			1,049	660	210	222	883	84	3,108	2,527	2,810	2,228	1,435		37,150	203		30,744 9 11	34,908 14 3

a Rs 5,200 special building grant.
b Includes a building grant of Rs 1,500
c Includes a special grant of Rs. 70, part of which was made in books from the depot, valued at Rs. 38-4-0.
d No grant received this year
e And in addition a grant of timber to the value of Rs. 500.

Statistics of Aided Schools of the Middle Class for the year ending 31st March 187—concluded.

Name of Institution.	Locality.	When established.	Receipts—concluded			Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
			Sale of books	Other sources.	Total.	Current.	Extraordinary.	Total			Total cost.	Cost to Government.	
1	2	3	21	22	23	24	25	26	27	28	29	30	31
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Boys' Schools—													
S. P. G. St. John's College ..	Rangoon ..	1864	1,104 7 0	1,836 0 0	11,738 14 3	8,886 0 0	600 0 0	9,486 0 0	2,252 14 3	...	22 5 1	7 0 11	
R. C. M. St. Paul's Institution ..	Do. .	1860	500 0 0	..	9,100 0 0	8,400 0 0	500 0 0	8,900 0 0	200 0 0		26 2 10	5 14 1	
R. C. M. St. Peter's Institute ..	Bassein	1861	.	1,302 0 0	3,150 0 0	3,150 0 0	...	3,150 0 0	...		37 0 11	11 12 3	
Diocesan Boys' School	Rangoon ..	1864	36 3 3	..	6,780 3 3	5,266 3 3	1,622 12 0	6,888 15 3	.	108 12 0	140 9 5	80 12 9	
S P. G. Institute	Toungoo .	1874	316 2 6	1,210 0 0	3,990 2 6	3,760 0 0	329 5 6	3,838 5 6	151 13 0		35 8 8	8 14 2	
R. C. M. St. Patrick's School .	Moulmein .	1842	...	.	10,989 11 0	5,735 0 0	5,240 0 0	10,975 0 0	.	65 5 0	46 14 11	28 12 1	
S. P. G. School ..	Henzada	1867	87 10 0	80 0 0	2,059 6 0	1,937 0 0	80 0 0	2,017 0 0	42 6 0		31 8 3	15 0 0	
S. P. G. do.	Thayetmyo	1868	.	300 0 0	1,311 8 0	1,300 0 0	...	1,300 0 0	11 8 0	.	37 2 3	17 2 3	
R. C. M. do. . .	Toungoo ..	1866	170 0 0	1,301 0 0	3,810 0 0	3,060 0 0	750 0 0	3,810 0 0	..	...	52 3 1	13 11 2	
Total .			2,214 6 9	6,029 0 0	52,809 14 0	41,243 3 3	9,082 1 6	50,325 4 9	2,484 8 3		35 10 3	14 9 8	
Girls' Schools—													
R. C. M. St John's Convent	Rangoon	1862	.	...	10,437 0 0	8,969 0 0	1,268 0 0	10,237 0 0	200 0 0	...	39 1 2	7 10 2	
A. B. M Morton Lane Institute	Moulmein .	1867	...	...	5,664 12 0	5,380 5 9	284 6 3	5,664 12 0	.	.	79 12 7	23 15 1	
A. B. M. Burmese School, Kemendine	Rangoon ..	1873	..	...	7,412 0 5	6,406 6 5	1,005 10 0	7,412 0 5	...	.	78 0 4	18 15 2	
Diocesan Girls' School . ..	Do. .	1864	77 7 6	..	2,690 15 6	2,874 13 7	625 0 0	3,509 13 7	..	848 14 1	83 9 1	23 12 11	
S. P. C. St. St. Mary's School .	Do.	1866	..	...	5,265 0 0	4,910 0 0	1,500 0 0	5,510 0 0	...	255 0 0	70 10 3	25 10 3	
R. C. M. St. Joseph's Convent	Moulmein ...	1847	.	254 0 0	5,438 0 0	5,760 0 0	...	5,760 0 0	...	322 0 0	66 15 8	17 7 1	
Church of England Orphanage .	Do.	1837	..	.	370 0 0	370 0 0	...	370 0 0	..		21 12 3	21 12 3	
R. C. M. St. Peter's School ..	Bassein ..	1876	...	.	772 0 0	772 0 0	.	772 0 0	...		26 9 11	12 6 7	
R. C. M. St. Joseph's Convent ..	Toungoo ...	1877	51 0 0	1,500 0 0	3,351 0 0	7,140 0 0	.	7,140 0 0	..	3,789 0 0	198 5 4	*Nil.*	
Total ...			128 7 6	1,754 0 0	41,360 11 11	41,082 9 9	4,693 0 3	46,375 10 0	..	5,014 14 1	64 12 8	64 15 8	
Mixed Schools—													
A. B. M. Pwo Karen School .	Bassein ...	1868	. .	2 0 3	3,457 1 3	3,457 1 3	...	3,457 1 3	..		86 6 10	25 0 0	
Do. Bghai ditto ...	Toungoo .	1872	.	.	3,032 12 6	3,030 2 6	.	3,030 2 6	2 10 0	..	24 1 6	18 2 11	
Do. Pegu High School	Rangoon ..	1853	.	631 6 6	8,163 8 5	5,522 1 8	2,641 6 9	8,163 8 5	.		81 10 2	30 0 0	
Do. Karen School .	Moulmein ..	1843	.	.	3,828 7 10	3,828 7 10	..	3,828 7 10	.	..	35 7 2	8 14 3	
Do. . ditto	Tavoy ...	1867	92 13 6	2,015 2 0	3,219 5 9	3,126 3 9	.	3,126 3 9	93 2 0	..	32 9 0	8 12 0	
Total .			92 13 6	2,648 8 9	21,701 3 9	18,964 1 0	2,641 6 9	21,705 7 9	95 12 0	.	54 2 5	14 8 7	
Grand Total ...			2,435 11 9	10,431 8 9	1,15,871 12 8	1,01,289 14 0	16,416 8 6	1,18,306 6 6	...	2,434 9 10	46 13 1	14 13 3	

Statistics of Government Schools of the Lower Class for the year ending 31st March 1879.

Name of Institution	Locality	When established	Number of pupils on the rolls at the end of the year: Burmese	Karens	Chinese	Natives of India	Europeans and Eurasians	Others	Total	Average daily attendance	Average number of pupils on the rolls monthly	Number of scholars on the 31st March 1879 learning through: English	Vernacular	Monthly rate of schooling fee	Receipts: From Government	Proceeds of endowments	Local rate of assessment	Subscriptions, donations, &c.	Fees and fines, &c
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Boys Schools															Rs. A. P.				Rs. A. P.
Government High School Lower Department	Rangoon	1874	57		22	13	3	1	96	80	105	96	96	Rs 3 & 1	10,649 0 11				1,320 0 0
Government Preparatory School	Ditto	1874	110		45	28	1	2	184	148	200	184		3 & 1	2,253 2 2				2,283 0 0
Government Cess School	Pegu	1873	8		1				9	13	18	9		As 8	1,272 0 0				105 8 0
Ditto	Yindoon	1873	22	2		2			26	17	31	19	7	„ 8	1,162 6 0				193 0 0
Ditto	Pantanaw	1873	29	1	1			9	40	42	50	10	40	8 & 4	1,448 3 5				272 8 0
Ditto	Ngathain gyoung	1873	30						30	24	28	9	11	„ 8 & 4	773 6 7				151 2 0
Ditto	Myanoung	1873	23			11			34	30	35	34		„ 4 & 1	1,715 10 8				296 2 0
Ditto	Henzada	1873	59	1				1	61	54	60		52	6 & 3	1,720 15 6				233 10 0
Ditto	Shwe bung	1873	21					1	22	16	21	16	6	Rs 1-8	1,256 9 3				91 0 0
Ditto	Poun„day	1879	20						20	18	22		20	As 8	1,908 9 10				156 0 0
Ditto	Yuatoung	1877	23					1	24	21	24		24	„ 4	438 12 2				69 12 0
Ditto	Thatone	1873	71						71	51	81		71	„ 8 & 4	1,217 10 9				414 12 0
Ditto	Choungzone	1874	28		1			1	30	24	25	21	9	8 & 4	1,201 4 0				130 8 0
Ditto	M oloung	1874	14						14	14*	44		14	No returns	received.				
Ditto	Amherst	1874	46		2	4			52	51	55		52	As 4 & 2	490 0 0				74 0 0
Ditto	Padoung	1877	23						23	11	14		23	„ 4	298 11 0				43 0 0
Girls' Schools																			
Nil																			
Mixed Schools																			
Nil																			
Total			565	4	70	58	4	16	717	629	817	398	425		34,307 6 3†				5,823 14 0†

Estimated

† Omitting Myohoung and also three schools which have been closed at Ramree, Yaygheen, and Rangoon

Statistics of Government Schools of the Lower Class for the year ending 31st March 18[illegible]—concluded.

Name of Institution	Locality	When established	Receipts—concluded			Charges			Excess of receipts over charges.	Excess of charges over receipts	Annual cost of educating each pupil.		Remarks.
			Sale of books	Other sources	Total	Current	Extraordinary	Total			Total cost	Cost to Government.	
1	2	3	21	22	23	24	25	26	27	28	29	30	31
Boys' Schools—				Rs	Rs A P	Rs A. P.	Rs A P	Rs. A. P	Rs A. P		Rs. A. P.	Rs. A. P.	
Government High School, Lower Department	Rangoon	1874		30	11,996 0 11	10 646 0 11		10,646 0 11	1,350 0 0		133 1 3	116 3 3	
Government Preparatory School	Do	1874		40	11,551 2 2	9 048 2 2	180 0 0	9,228 2 2	2,323 0 0		62 5 8	46 10 6	
Government Cess School	Pegu	1873			1 977 8 0	1,230 0 0	42 0 0	1 272 0 0	105 8 0		97 13 6	89 11 8	
Ditto	Yandoon	1873			1,385 6 0	1 192 6 0		1,192 6 0	193 0 0		70 2 3	58 12 7	
Ditto	Pantanau	1873			1 750 11 5	1,478 3 5		1,478 3 5	272 8 0		35 3 2	28 11 4	
Ditto	Ngathain-gyoung	1873			924 8 7	747 6 7	26 0 0	773 6 7	151 2 0		32 3 7	25 14 10	
Ditto	Myanoung	1873			2,001 12 8	1,560 0 0	155 10 8	1,715 10 8	286 2 0		51 15 10	43 5 1	
Ditto	Henzada	1873			1,954 9 6	1,690 0 0	40 15 6	1 730 15 6	233 10 0		26 14 3	23 3 10	
Ditto	Shwe-doung	1873			1,376 9 3	1,280 9 3	5 0 0	1 285 9 3	91 0 0		71 6 9	66 5 10	
Ditto	Poungday	1873			1,464 9 10	1,308 9 10		1 308 9 10	156 0 0		72 11 3	64 0 7	
Ditto	Yuatoung	1877			508 8 2	369 2 2	69 10 0	438 12 2	69 12 0		20 14 4	17 9 2	
Ditto	Thatone	1873			1,632 6 9	1,207 10 9	10 0 0	1,217 10 9	414 12 0		23 14 0	15 11 11	
Ditto	Choungzone	1874			1 381 12 0	960 0 0	291 4 0	1,251 4 0	130 8 0		52 2 3	46 11 2	
Ditto	Myohoung	1874											
Ditto	Amherst	1874			554 0 0	480 0 0		480 0 0	74 0 0		9 6 7	7 15 4	
Ditto	Padoung	1877			341 11 0	290 0 0	8 11 0	298 11 0	43 0 0		27 2 5	23 3 11	
Girls' Schools—													
Nil.													
Mixed Schools—													
Nil.													
	Total*			70	40,201 4 3	33,478 3 1	829 3 2	34,307 6 3	5,893 14 0		54 8 8	45 2 9	

*Omitting Myohoung and also three schools which have been closed at Ramree, Yaygheen, and Rangoon.

Statistics of Aided Schools of the Lower Class for the year ending 31st March 1879.

NAME OF INSTITUTION.	Locality.	When established.	NUMBER OF PUPILS ON THE ROLLS AT THE END OF THE YEAR.							Average daily attendance.	Average number of pupils on the rolls monthly.	NUMBER OF SCHOLARS ON THE 31ST MARCH 1879, LEARNING THROUGH		Monthly rate of schooling fee.
			Burmese.	Karens.	Chinese.	Natives of India.	Europeans and Eurasians.	Others.	Total.			English.	Vernacular.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Boys' Schools.														
Nil.														
Girls' Schools.														
L. A. Girls' School	Prome ...	1871 ...	47	.	2	3	16	...	68	30	56	19	49	Rs. 1 to 2
A. B. M. ditto	Do. ...	1856 ...	36	...	1	1	...	...	38	24	38	10	28	Re. 1 As. 8
L. A. ditto	Thayetmyo ...	1871 ...	23	...	...	...	7	...	30	19	25	7	23	.....
R. C. M St. Mary's School, Mayangon	Moulmein ...	1858 ...	8	...	3	...	25	...	36	28	33	30	20	As. 8
	Total ..		114	...	6	4	48	...	172	101	152	66	120	.....
Mixed Schools.														
Aided Girls' School (Mrs. Lackerstein)	Akyab ...	1872 ...	...	...	...	...	27	...	27	23	33	27	...	Rs. 2 & 3
Eurasian Home	Rangoon ...	1875 ...	...	...	...	...	43	...	43	33	38	43	...	Re. 2
11 A. B. M. Karen Schools (Mrs. Thomas)—														
A. B. M. Karen School, Thah-yah-gone village	Hendaza ...	1878 ...	...	14	...	...	...	...	14	19	20	...	14	.....
Ditto, Bee-nya do.	Ditto ...	1878 ...	...	31	...	...	...	...	31	30	31	...	31	.....
Ditto, Kanoo-gyee do.	Ditto ...	1878 ...	...	23	...	...	...	...	23	21	23	...	23	.....
Ditto, Kanyeng-gwen do.	Ditto ...	1878 ...	...	24	...	...	...	...	24	22	24	...	24	.....
Ditto, Kyoon-ta-nau do.	Ditto ...	1878 ...	...	20	...	...	...	...	20	15	20	...	20	.....
Ditto, Ba-mau-eng do.	Ditto ...	1878 ..	...	33	...	...	...	...	33	31	33	...	33	.....
Ditto, Kyoon-gone do.	Ditto ...	1878 ...	..	20	...	...	...	...	20	19	20	...	20	.....
Ditto, Quentha do.	Ditto ...	1878 ...	..	14	...	...	...	...	14	13	14	...	14	.....
Ditto, Sa-loo-ma do.	Ditto ...	1878 ...	...	17	...	...	...	...	17	16	18	...	17	.....
Ditto, Singoo do.	Ditto ...	1878 ...	...	3	...	...	...	...	3	22	25	...	3	.....
Ditto, Seng-ta-leng do.	Ditto ...	1878 ...	2	27	...	...	...	...	29	29	31	...	29	.....
3 A. B. M. Karen Schools (Revd. Georges)—														
A. B. M. Karen School, Zeegong	Tharrawaddy	1876 ...	29	...	...	...	...	...	29	25	35	...	20	As. 2, 4 & 8
Ditto Konityua	Ditto ...	1876 ...	34	...	...	...	...	...	34	25	40	...	34	Ditto
Ditto Gyobingouk	Ditto ...	1878 ...	28	...	...	...	...	...	28	25	40	...	26	Ditto
	Total ...		93	226	...	...	70	...	389	368	445	70	310	.....
	GRAND TOTAL ...		207	226	6	4	118	...	561	469	597	136	430	

APPENDIX H.

Statistics of Aided Schools of the Lower Class for the year ending 31st March 1879—continued.

NAME OF INSTITUTION.	Locality.	When established.	RECEIPTS. From Government.	Proceeds of endowments.	Local rate of assessment.	Subscriptions and donations.	Fees and fines.	Sale of books.	Other sources.	Total.	REMARKS.
1	2	3	16	17	18	19	20	21	22	23	24
			Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	
Boys' Schools											
Nil.											
Girls' Schools.											
L. A. Girls' School	Prome	1871	480 0 0	..	..	..	..	..	..	480 0 0	Returns incomplete.
A. B. M. ditto	Do.	1866	264 0 0	...	..	..	35 5 0	..	574 0 0	873 5 0	
L. A. ditto	Thayetmyo	1871	720 0 0	..	..	1,083 0 0	38 12 0	3 12 0	1,160 14 3	3,006 6 3	
B. C. M. St. Mary's School, Mayangon	Moulmein	1858	1,200 0 0*	..	..	..	120 0 0	...		1,320 0 0	* Rs. 1,000 special building grant.
	Total		2,664 0 0	..	..	1,083 0 0	194 1 0	3 12 0	1,734 14 3	5,679 11 3	
Mixed Schools											
Aided Girls' School, (Mrs. Lackerstein)	Akyab	1872	600 0 0	...	...	250 0 0	1,008 0 0			1,858 0 0	
Eurasian Home	Rangoon	1875	360 0 0	...	...	1,467 5 8	522 8 0	18 0 0	160 0 0	2,527 13 8	
11 A. B. M. Karen Schools (Mrs. Thomas)—											
A. B. M. Karen School Thah-yah-gone village	Henzada	1878	96 0 0	..	..	47 0 0	...	24 0 0	..	167 0 0	
Ditto, Bee-nya do.	Ditto	1878	108 0 0	...	...	76 0 0	...	30 0 0	...	214 0 0	
Ditto, Kanoo-gyee do.	Ditto	1878	96 0 0	...	...	55 0 0	.	15 0 0	..	166 0 0	
Ditto, Kanyeng-gwen do.	Ditto	1878	84 0 0	...	.	63 0 0	...	12 0 0	..	159 0 0	
Ditto, Kyoon-ta-nan do.	Ditto	1878	72 0 0	...	...	54 0 0	.	8 0 0	...	134 0 0	
Ditto, Ba-mau-eng do.	Ditto	1878	108 0 0	...	...	72 0 0	...	26 0 0	...	206 0 0	
Ditto, Kyoon-gone do.	Ditto	1878	96 0 0	..	..	72 0 0	...	16 0 0	...	184 0 0	
Ditto, Quentha do.	Ditto	1878	96 0 0	...	...	42 0 0	...	8 0 0	...	146 0 0	
Ditto, Sa-loo-ma do.	Ditto	1878	96 0 0	...	..	57 0 0	..	12 0 0	..	165 0 0	
Ditto, Singoo do.	Ditto	1878	76 0 0	...	..	37 0 0	...	20 0 0	..	133 0 0	
Ditto, Seng-ta-leng do.	Ditto	1878	72 0 0	...	...	39 0 0	...	18 0 0	..	129 0 0	
3 A. B. M. Karen Schools (Revd Georges)—											
A. B. M. Karen School, Zeegong	Tharrawaddy	1876	100 0 0	...	...	120 0 0	60 0 0	...	..	280 0 0	
Ditto, Kontyua	Ditto	1876	100 0 0	...	...	101 6 0	78 10 0	...	..	280 0 0	
Ditto, Gyobingouk	Ditto	1879	†	...	...	212 8 0	67 8 0	...	..	280 0 0	† No grant awarded.
	Total		2,160 0 0	...	..	2,765 3 8	1,736 10 0	207 0 0	160 0 0	7,028 13 8	
	GRAND TOTAL		4,824 0 0	...	...	3,848 3 8	1,930 11 0	210 12 0	1,894 14 3	12,708 8 11	

Statistics of Aided Schools of the Lower Class for the year ending 31st March 1879—concluded.

Name of Institution	Locality	When established	Charges: Current	Charges: Extraordinary	Charges: Total	Excess of receipts over charges	Excess of charges over receipts	Annual cost of educating each pupil: Total cost	Annual cost of educating each pupil: Cost to Government
1	2	3	25	26	27	28	29	30	31
			Rs A P	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P	Rs A P
Boys' Schools									
Nil									
Girls' Schools.									
L A Girls School ..	Prome	1871	480 0 0		480 0 0			16 0 0	16 0 0
A B M ditto	Do	1861	777 8 0	95 13 0	873 5 0			36 6 2	11 0 0
L A ditto	Thayetmyo	1871	2,170 0 0	261 13 0	2,431 13 0	74 9 3		154 4 11	37 14 4
B C M. St. Mary's School, Mayangon	Moulmein	1875	960 0 0	1,080 0 0	1,440 0 0		40 0 0	48 9 2	42 13 9
		Total	4,387 8 0	1,437 10 0	5,945 2 0	74 9 3		5 11 3	26 6 0
Mixed Schools.									
Aided Girls' School (Mrs Lackerstein)	Akyab	1872	1,993 8 0		1,993 8 0		102 8 0	85 5 11	26 1 5
Eurasian Home	Rangoon ..	1875	2,222 7 0	76 7 0	2,298 14 0	228 15 8		69 10 7	10 14 7
II A B M Karen Schools (Mrs. Thomas,—									
A. B M Karen School, Thah yah-gone village	Henzada	1878	167 0 0		167 0 0			8 12 7	5 0 10
Ditto, Bee-nya do	Ditto	1878	214 0 0		214 0 0			7 2 2	3 9 8
Ditto, Kanoo-gyee do	Ditto	1878	146 0 0		146 0 0			7 14 6	4 9 2
Ditto, kanyeng-gwen do	Ditto	1878	140 0 0		140 0 0			7 3 8	3 13 1
Ditto Kyoon ta-nan do	Ditto	1878	124 0 0		124 0 0			8 14 11	4 12 10
Ditto, Ba mah-eng do.	Ditto	1878	206 0 0		206 0 0			6 10 4	3 7 9
Ditto, Kyoon-gone do	Ditto	1878	194 0 0		194 0 0			9 10 11	5 0 10
Ditto, Quentha do	Ditto	1879	146 0 0		146 0 0			11 3 8	7 6 2
Ditto, Sa-loo-ma do.	Ditto	1878	165 0 0		165 0 0			10 5 0	6 0 0
Ditto Singoo, do	Ditto	1878	138 0 0		138 0 0			6 0 9	3 7 3
Ditto Seng-ta leng do	Ditto	1878	129 0 0		129 0 0			4 7 2	2 7 9
III A B M Karen Schools (Revd Georges)—									
A B M Karen School, Zeegong	Thamawaddy	1876	280 0 0		280 0 0			11 3 2	4 0 0
Ditto, Kountyua	Ditto	1876	280 0 0		280 0 0			11 3 2	4 0 0
Ditto, Gyobingouk	Ditto	1878	280 0 0		280 0 0			11 3 2	
		Total	6,528 15 0	76 7 0	6,905 6 0	123 7 8		18 12 3	5 13 11
		Grand Total	11,116 7 0	1,484 1 0	12,850 8 0	198 0 11		26 12 2	10 4 7

Statistics of Government Normal Schools (for Masters) for the year ending 31st March 1879.

Name of Institution.	Locality.	When established.	Number of pupils on the rolls at the end of the year.							Average daily attendance.	Average number of pupils on the rolls monthly	Number of scholars on the 31st March 1878 learning through		Monthly rate of schooling fee.	Receipts.								Charges.			Excess of receipts over charges.	Excess of charges over receipts.	Annual cost of educating each pupil.		Remarks.
			Burmese.	Karens.	Chinese.	Natives of India.	Europeans and Eurasians.	Others.	Total.			English.	Vernacular.		From Government.	Proceeds of endowments.	Local rate of assessment.	Subscriptions and donations	Fees and fines.	Sale of books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Government Normal School ..	Rangoon	1877	14	..	..	..	..	.	14	24	26		14		Rs 3,578-0-0	..	.	.	..	.	.	Rs 3,578-0-0	Rs. 3,578-0-0	.	Rs. 3,578-0-0	.	.	Rs 119-1-4	Rs 140-1-4	